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# Re-imagining A Learning Program For New Faculty: An Opportunity To Enhance Institutional Capacity

Carol A. Appleby
*The University of Western Ontario*, cappleb@uwo.ca

## Abstract

This review of one Ontario, mid-sized community college explores collaborative leadership processes and practices to shift the structure and conceptualization of a learning program for newly hired faculty members from a prescribed, linear model to a self-directed, multi-modal program. Examining organizational structure, institutional culture, adult learning theory, and systems thinking, the question, how can a professional development program best support new faculty in their teaching practice and new role, is addressed. The Change Path Model, grassroots and relational leadership practices are strategies utilized to guide the process for change. A distributed leadership approach is advocated to share decision making, embrace a new approach to an existing program and build institutional capacity. Democratic principles of inclusion, equity and empowerment underpin a dialogic approach to shifting mindsets to enact change. Building on the literature supporting socially constructed knowledge, communities of practice and inquiry, principles of andragogy, and universal design for learning, are proposed as mechanisms to reimagine the current program while simultaneously build institutional capacity and community. This organizational improvement plan proposes a reimagined vision to an existing program, that gives new faculty agency over their learning, while managing growth, meeting institutional obligations, and remaining accountable.


*Key words*: new faculty, faculty development, distributed leadership, institutional culture

## Executive Summary

The Ontario provincial government has called on Colleges of Applied Arts and Technology to differentiate themselves in the face of decreasing fiscal resources. To that end, colleges are rethinking their strengths, desires, and opportunities. One college has embarked upon a transformational journey that has resulted in a change in governance structure and, program and credential offerings. With an explicit nod to academic excellence and undergraduate education, this college is rebranding itself to meet the current and future needs of its community. Growth in the student body and new programs has afforded an opportunity to hire many new faculty members. The purpose of this proposed organizational improvement plan (OIP) is to examine the mandatory program of learning for new faculty members to ensure it continues to adapt and meet the needs of newly hired professors.

An examination of the political, economic, social, and technological elements reveals a culture consistent with the neoliberal perspective common in post-secondary education, yet at odds with the prevailing culture of faculty as a group. Further, applying Nadler and Tushman's Congruence Model (1999) demonstrates an incongruence between desired program and institution expectations, and results. Therefore, by applying systems thinking and intentional change strategies, this OIP proposes to shift the culture and mindset of the academic leaders, about the program for newly hired faculty members, with the intention of realizing intended outcomes. It is suggested that an understanding of the impact of institutional culture and the opportunity to build community will result in new thinking about faculty engagement in the program and, create an openness toward reimaging the program possibilities.

To move this agenda forward, a relational and distributed approach to leadership is proposed. Recognizing that learning is required to enact any substantive change, an intentionally collaborative and dialogic approach is suggested as a means toward new thinking. Communities of learning and inquiry are suggested as mechanisms to provide safe spaces for academic leaders to discuss. Prior learning assessment and recognition, self-assessment and, goal setting will provide a foundation for future learning for new faculty. These two essential changes will set the stage for a change in program structure. Building on the Change Path Model processes (Cawsey, Deszca, & Ingols, 2016) and inclusive grass roots leadership principles found in relational and distributed leadership frameworks, multiple stakeholders will be engaged to develop a new program structure. Mid-career and experienced faculty will be utilized to share expertise, while providing leadership opportunities and building institutional capacity. Principles of adult learning and evidence informed practice are recommended to frame the proposed program. Democratic principles of inclusion, equity and empowerment are embraced as a means to model recognition of faculty as self-determining agents in their learning and colleges as learning organizations. Reimaging a program takes time. This plan recognizes the need for process in order to effect positive results. Communication of the new ideas will need to be shared utilizing multiple methods, both vertically and horizontally, across the institution. The change process itself, as well as the resultant new program will be monitored and assessed throughout, by all stakeholders. Embarking upon a new approach to faculty learning will build the skills to support an institutional capacity for growth and change across in the future.

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## Glossary of Terms and Abbreviations

**Academic manager**: A generic term including associate deans and other managers and directors on the academic side of the college.

**Aspire College** (AC): The synonym given to the college in question.

**Associate Dean** (AD): An academic leader who hires faculty, manages the day to day of a program, engages with the community and ensures compliance with institutional directives. The AD reports to the dean and is a key component of the administrative middle.

**Centre for Teaching and Learning** (CTL): One academic support service to the entire college community. Digital learning (e-learning and learning management system), program review and curriculum support, as well as faculty development comprise this department.

**College of Applied Arts and Technology**: Also referred to as college or community college. A post-secondary educational institution traditionally offering certificate, diploma and, graduate certificate credentials. Some colleges are now offering applied degrees.

**Dean**: A senior member of the administrative middle with primary responsibilities for resource allocation, program development, dispute resolution and, guiding Faculty direction and vision. This person may or may not have come from faculty and academia. The dean reports to the academic vice president.

**Experienced faculty**: A faculty member at the college who is not on probation and who has been teaching for five or more years.

**New faculty**: Faculty members who have recently been hired full time to teach at Aspire College. Regardless of previous teaching experience, new faculty are faculty members on probation as they are new to full time employment.

# Chapter One: Organizational Problem

Community colleges are under pressure to adapt to changing times. Increases in diverse students and innovative programming options, and decreases in funding are challenging institutions. Faculty members have multiple responsibilities both internally and externally. New faculty joining the college system must navigate these and other challenges of a new work environment. To assist new faculty members in their transition, many colleges offer mandatory training to enhance the teaching competencies of newly hired teachers. This Organizational Improvement Plan (OIP) identifies a need for a change in the structure and approach to the learning program for new faculty members at one Ontario college. The college in question has a mandatory program in place for newly hired teachers that, while meeting a minimum standard, has not kept pace with environmental and contextual changes. The problem of practice is how can faculty development better support new faculty in their teaching practice and adjustment to their new role?

## Organizational Context

### Background

Imagined approximately fifty years ago, as an alternative to university education, community colleges in Ontario were first developed to meet the educational needs of local communities, contribute to the economy by working closely with business and industry, and to adopt progressive curricula (MacKay, 2014; O'Sullivan, 1999). To meet this mandate, industry and discipline experts were hired as faculty members to teach and prepare students for the workplace. They were rarely trained as teachers. Where offered, faculty development supported the growth of teaching competencies. Since then, and until today, the landscape of Ontario community colleges has continued to change.

## Present-day Context

Original mandates of colleges, including job readiness, economic development, and global competitiveness are still relevant and are underscored today by the addition of fiscal, technological, and socio-cultural challenges (Higher Education Quality Council Ontario (HEQCO), 2013; Mackay, 2014; Ministry of Training, Colleges, and Universities (MTCU), 2013; O'Sullivan, 1999). A growing number of underprepared, international, and second career students (Clark, Moran, Skolnik, & Trick, 2009; Colleges Ontario, 2009) are increasing the diversity of the student population. A new provincial differentiation framework has led some colleges to offer undergraduate degrees alongside their traditional certificates and diplomas, adding an additional level of complexity (HEQCO 2013; Hurley & Sá, 2013; MTCU, 2013; Post-Secondary Education Quality Assessment Board (PEQAB) 2015; Weingarten, Hicks, Jonker, Smith, & Arnold, 2015). This credentialing decision has changed the nature of both the learning environment and the type of faculty member joining the College system.

## New Faculty

To meet the requirements of baccalaureate degrees, some colleges have begun hiring faculty with PhD credentials as provincial requirements dictate that teaching and curriculum development in degree associated programs requires a terminal credential (Hurley & Sá, 2013; MTCU, 2013; PEQAB, 2015; Weingarten et al., 2015). This has led to an increasingly diverse group of faculty members. Faculty scholars, who have committed years to their own academic achievement enrich the learning community, yet may face transitional tensions and confusion in their move from traditional academia to applied learning environments (Archer, 2008). Where teaching experience exists, it is

often vastly different than the applied environment found in colleges today, where classes are smaller and there is an expectation of active, experiential learning with a focus on student learning outcomes.

Although tradespersons and industry experts continue to be hired in select programs, these professionals now find themselves in a system that increasingly values academic credentials over professional expertise and informally acquired knowledge. Often these specialists lack a pedagogical framework and teaching experience. This may predispose them to maintain their personal and professional beliefs, mental models, and values which may not be related to, or support, effective teaching practice (Knapper, 2010; Pajares, 1992). The diverse make up of newly hired professors in the college community brings new challenges to the faculty development program designed to support probationary teachers' practice and success in the institution. In order to be an effective driver of institutional quality, faculty development must reflect the changing needs of a diverse faculty group, be responsive and adaptive to the system it resides in and, acknowledge that the needs of new faculty may be different than those of more experienced faculty members.

**Institutional Direction**

Aspire College (AC), in Ontario, has undertaken a transformative change in structure and governance, and a shift in academic culture. There has been a rapid growth in both students and faculty. Senior administration has initiated a process to transform this institution from a College of Applied Arts and Technology (CAAT) to an undergraduate teaching university of academic excellence. Governance has moved to a university modelled bicameral system. This unique type of institution will ostensibly

continue to offer both diplomas and grad certificates while also offering bachelor degrees. In keeping with existing market principles of efficiency underpinning Ontario education policy (HEQCO, 2015; MTCU, 2013) this decision supports the Provincial Differentiation Framework through the offering of applied degrees. As a result, over 20 baccalaureate degrees are currently being offered.

Growth has been evidenced by increasing numbers of students, with over 18,000 full time and over 10,000 part-time students currently in attendance. With dramatic growth in surrounding communities, the need for additional space has been addressed with ongoing construction on current campuses as well as with the building of a new campus. Retirement of an aging professoriate and growth in programs has set the stage for continued hiring of new faculty. This increase in student numbers, coupled with the faculty and student diversity adds to the challenge of delivering a program intended to support both the institution and the new faculty members.

AC currently has approximately four hundred and fifty full time faculty members. Annually, the college hires an average of fifty new full time professors per year. Over a five-year period, two hundred new faculty members have joined Aspire College. Building on its international reputation, the institution has rebranded itself and explicitly incorporated academic excellence, creativity and innovation into its values. It seeks to inspire creative and innovative teaching and learning. In "expanding its capacity to create its future" (Senge, 1990, p.15) Aspire College is adapting to changing tides. To do so effectively, all areas of the college must reflect the new direction. It follows then, that faculty development offerings for newly hired professors necessitates revision to reflect the changes in students, faculty, and institution.

## Institutional Structure

Aspire College functions within a simple hierarchical structure. Strategic decisions are made at the executive team level comprised of the provost, the vice president academic, associate vice presidents, and directors and are disseminated to the deans, associate deans and managers who form a relatively small administrative middle, while faculty represent a large operating core. Figure 1.1 depicts the organizational structure of the academic divisions. This structure is reflected across six Academic Faculties and is strengthened by learning management systems, support staff, as well as academic support services. The Centre for Teaching and Learning (CTL) is one of the academic support services offered; the faculty development team resides in this unit.

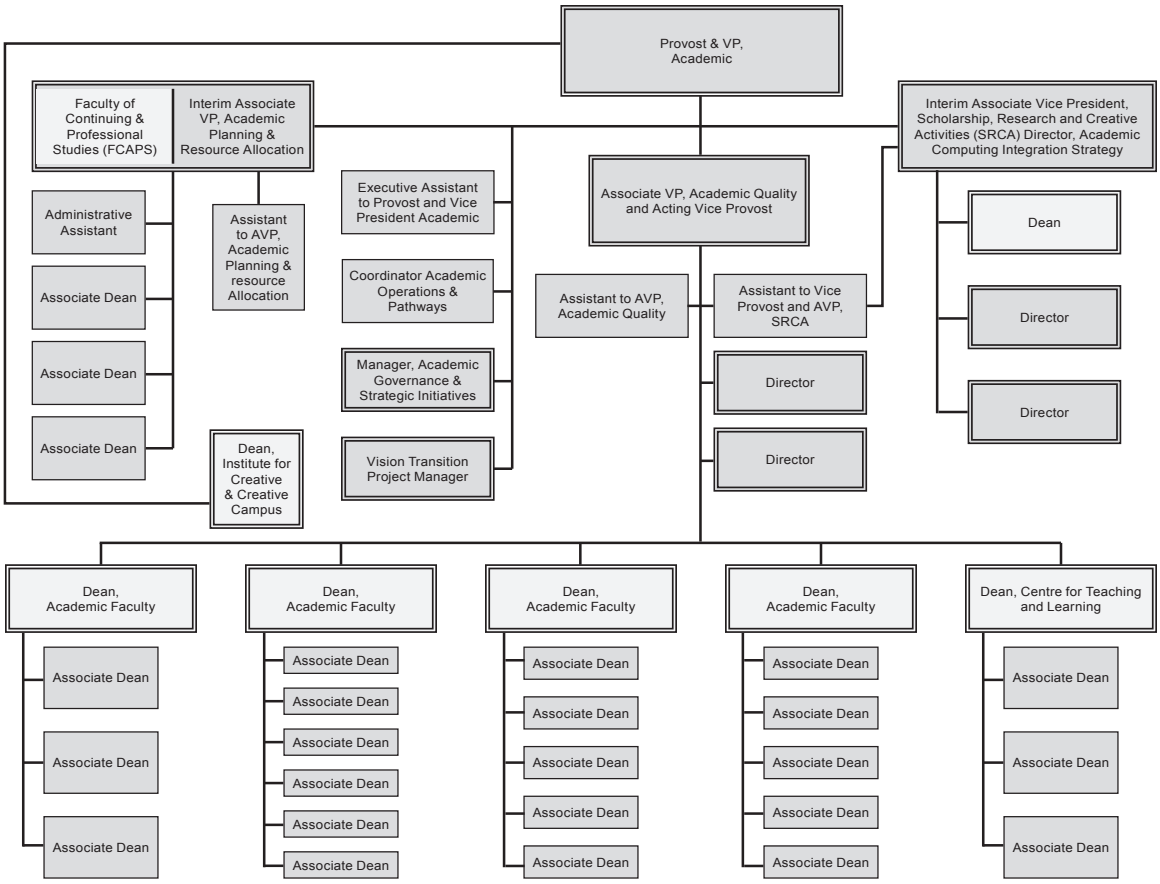


**Figure 1.1.** Organizational Chart. This figure depicts the organizational structure of the academic arm of the institution.

## Associate Deans and Deans

Associate deans (AD) at Aspire College are responsible for hiring, and managing their team of faculty members. Balancing faculty workloads and other program needs are ongoing challenges. Their support and collaboration are integral to the success of the faculty learning program. Anecdotal reports indicate that new faculty members receive inconsistent messages from their associate deans about their role and responsibilities related to teaching load, research, student advising, community engagement, and committee work, presenting a picture of inequity and confusion. Additionally, some have been quite vocal in their disagreement about the need for a mandatory program of learning for new faculty, preferring to decide for themselves who should attend.

**The Centre for Teaching and Learning (CTL)**

Reporting to the Vice President Academic, the CTL supports the quality assurance measures of the College, including degree reviews, new program approvals, fulfilment of provincial program standards, and the appraisal of degree level academic expectations (Ontario Universities Council on Quality Assurance, 2010; PEQAB, 2015). The hierarchical structure in place and the standardization of mechanisms to develop programs aligns with the neo-liberal ideology (Apple, 2001; Hicks, 2013; Hursh, 2000) present in Ontario's post-secondary education system, where decisions and metrics are determined in accordance with standards isolated from the front line (MTCU, 2013; PEQAB, 2015). Through allocation of resources, a clear focus has been on new program development and program renewals, two areas of Provincial oversight and compliance. Less attention has been paid to the needs of faculty or the role of the faculty development unit. Implementation of a reimagined approach to the development program for newly hired professors may be a lever to ensure quality, neutralize resistance, and move the institutional agenda forward.

**The Union**

The College is a unionized environment. The collective agreement is negotiated provincially, with minor local differences. New faculty automatically become members of the union upon full time employment and, are placed on probation. With the last ratification of the collective agreement the length of probation was reduced from two years to one year from date of hire. Institutional policy requires engagement in, and completion of, the learning program for all new faculty members, as a condition of employment. Therefore, this change in length of probation has the potential to impact

the structure and process of the program for new faculty. Alignment of the policy (and program) with the collective agreement is essential for consistency, credibility, and accountability.

Each college has its own union culture. At AC, the union-management relationship is professional and collegial. A positive partnership exists between these two guiding forces. The union is aware of and generally supports the program for new faculty; management abides by the workload reduction for professional development within the first two years of employment. If union members do not feel their needs are being addressed, they have the ability to voice their concerns to their representatives. Therefore, the union will need to be engaged throughout the change process to keep the relationship harmonious and, to stay ahead of any potential opposition from union members.

**Experienced Faculty**

Faculty who were hired at Aspire College within the last 13 years, had to participate in some form of initial professional development. Many experienced faculty members continue to engage with the Centre for Teaching and Learning and many do not. There is no institutional requirement that they do so. While the college landscape changes affect these members of the community as well and, they have some of the same needs, specific faculty development offerings for this group are out of scope for this OIP. Rather, experienced faculty will be engaged as educational leaders to help shape and support the new program.

Together, the prescribed nature of the professional development, the mixed administrative messages, and the hierarchical structure, in an increasingly regulated

environment, appears to clash with institutional goals of creativity, innovation and the 'academic freedom' many academics at the PhD level expect to find in post-secondary teaching positions. All of this creates a tension for new faculty. The diversity of the faculty group adds to the challenge. While the institution has voiced a clear intention toward becoming an undergraduate university of academic excellence, consistent leadership and care has not been taken to offset the impact this new direction will have on its faculty members, or to offer effective strategies for supporting the desired institutional change. To continue to move forward, there is a need for change in the current faculty development program for newly hired professors so they will feel engaged, empowered and valuable to their new employer.

## Leadership Problem of Practice

### The Program

Sorcinelli (2002) identified 10 principles for establishing teaching and learning centers (TLC). She emphasized faculty ownership, administrative commitment, collegiality and community, and processes to create collaborative systems of support as four elements that will build institutional capacity through the teaching and learning centre. Aspire College developed its TLC over two decades ago with some of these principles in mind.

Approximately ten years ago, Aspire College established a three-part professional development program for all new full time probationary faculty members, delivered through its Centre for Teaching and Learning. Over two academic years, probationary faculty members move through the program as a cohort (see Figure 1.2). The program is highly structured and linear in format with all members of the group partaking of the

same workshop offerings, at the same time. Traditional pedagogical skill development and instructional strategies ground the initial year; faculty embark upon formal reflection and inquiry in the second year of the program. The deliverables are the same for all participants: a teaching and learning portfolio and an educational project. Little attempt has been made to adapt this faculty development program to meet the current challenges of the institutional transition, the changing environment, or acknowledge the different needs of faculty members.

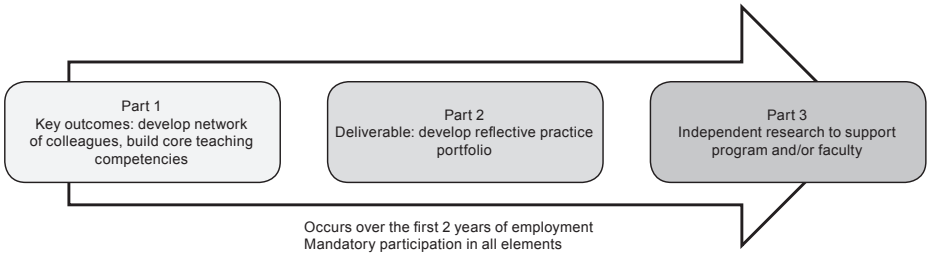


**Figure 1.2.** Overview of current program for new faculty members. This figure illustrates the three parts, covered over two years, of the existing program.

There is resistance on the part of some participants to engage. The mandated and prescribed nature of the program denies the belief of many theorists and adult professionals that they should determine their own professional development path (Barnes & Soloman, 2014; Hyslop-Magison & Sears, 2010; Knowles,1980; Korthagen, 2010; Merriam, 2008). Consequently, some new faculty members simply deem it to be irrelevant to them. Since new faculty are relieved of some teaching responsibilities to participate in the program, some middle level administrators begrudge the time it takes their faculty members away from the program in which they were hired to teach. The change in length of probation has added an additional element for consideration when contemplating a modification to the program. As considerable resources appear to be directed toward this new faculty program, an examination of its effectiveness is in order.

The current faculty development program for new teachers operates in a general-purpose manner. Its strength is the institutional commitment of affording time to new faculty to participate in the program. Adapted from earlier program iterations, the current program for new faculty offers workshops on a range of topics that provide breadth, but not depth. Appearing robust at first glance, each two to three-hour workshop provides a common baseline which, while appropriate at one time, does not meet the needs of today's diverse faculty teaching in complex environments. Currently there is little choice for the individual faculty member, no recognition of the differences each discipline may have on teaching practice, insufficient training for teaching online courses, and little acknowledgement for the talents and experiences of the new faculty member coming to the College. New faculty members are expected to demonstrate effective practices in their classrooms and are evaluated by their associate dean three times in their first year however there is no communication back to the faculty development team to close the feedback loop. The faculty development team currently has no mechanism other than feedback from the participants to know whether the content is being applied or if the program is having impact.

**Meeting Faculty Needs**

Content of the program must also be updated for currency. Feedback (Aspire College, 2015) suggests more support regarding the challenges of the student body is desired, something requiring collaboration across the college. Evidence of creativity and innovation underpinning the institutional rebranding is scarce and could be leveraged as both content and process. Given what is understood about the capacity of learning organizations (Senge, 1990), the importance of meaning and self-direction in adult

learning (Merriam, Caffarella & Baumgartner, 2007) and the growing body of research in the area of faculty success and teacher identity (Archer, 2008; Boyd, 2010; Carusetta & Cranton, 2005; Kreber, 2010; Weimer, 2010), a program that better meets the needs of new faculty members in a complex and diverse learning environment is needed.

At this juncture in the Ontario post-secondary landscape generally, and Aspire College specifically, a reimagined approach to new faculty training, modified from the current offering, and supported by values of continuous learning, can help to build capacity and strengthen the institutional vision. As new faculty embark upon a fresh journey they may be open to new ways of doing, moving beyond their own interests alone to include those of the organization (Biddle, 1986; Merriam & Bierema, 2014; Merriam et al., 2007). With immediate access to one quarter of total faculty members, such a new program can support the transformative journey toward becoming an undergraduate university by ensuring inclusion of institutional goals and values across all levels and programs. The program can demonstrate an equal valuing of all new faculty members, regardless of credential, by meeting their specific needs and interests, an approach consistent with principles of adult learning theory (Knowles, 1980). Innovations in teaching and learning can be supported through an active engagement model that incorporates the institution's goals while building community and giving voice to faculty members.

Creative competencies, as defined by the institution and literature (Puccio, Mance, & Murdock, 2011) can be explored, further entrenching institutional goals and building leadership skills across the College. Program quality and accountability can be modelled through an intentional, evidence informed change in approach (Elrod & Kezar, 2015, Heinrich, 2013; Lancaster, Stein, Garrelts MacLean, Van Amburgh, & Persky, 2014). A

different approach to faculty development for new faculty members must occur in light of the external landscape and because of changing institutional goals, faculty competencies, student body, and allocation of resources. Government priorities of a high quality post-secondary education experience, as well as social and economic development (MTCU, 2013), will be heightened as positive student outcomes are known to be enabled through excellence in the classroom (Condon, Iverson, Manduca, Rutz, & Willett, 2016; HEQCO, 2015). By determining how a revised approach to faculty development can best support new faculty in their teaching practice and new role, the proposed problem of practice will help to align objectives across the institution, and enhance its capacity.

## Questions Emerging from the Problem of Practice

### Academic Excellence

Fundamental to considering a change in approach to faculty development offerings for new faculty members, is an understanding of the institutional definition of academic excellence and the institutional culture. The rapid rate of growth and change at the institution has produced a variety of interpretations of academic excellence across the different programs. Clarification must be sought in order to ensure the program offerings support the intended outcome. Student success, faculty member satisfaction, and academic rigor must be balanced. Core institutional values of creativity and innovation must also be embraced. Undertaking an assessment of the meaning of these principles to specific faculties and programs will help guide the new approach.

### Faculty Motivation

Faculty motivation to learn must also be understood (Merriam & Bierema, 2014).

Bolman and Deal (2013) recognize that "motivating people requires understanding and responding to the range of needs they bring to the workplace" (p. 120). As mentioned earlier, the range of faculty needs is great as faculty members come to their new role with different levels and types of teaching experience, different pedagogical understanding, and different motivations. Developing a program that invests in people by meeting them where they are at, and building from there will result in satisfied and effective educators (Bolman & Deal, 2013) with a strong teacher identity (Archer, 2008; Merriam & Bierema, 2014). What critical elements and processes support faculty growth? How might leveraging faculty motivation and empowerment, to ensure engagement, strengthen the new program and decrease potential resistance? What is the relationship between authentic teaching practices, teacher identity, institutional effectiveness and, student success and, how can it be fostered?

**Faculty Development Team**

Currently the faculty development team is the equivalent of two full time faculty members and is responsible for the delivery of all institutional programming for all faculty members. Therefore, resource allocation must also be considered. How can a new program intended to meet institutional goals and individual faculty needs be developed and delivered with scarce personnel and financial resources? The limited faculty development team is composed of faculty members temporarily seconded from other departments, posing additional challenges of consistency, institutional history and memory. With the ongoing annual growth in new hires, the current program for new faculty utilizes most of the team's time. How can technology, communities of practice, and partners from across the college be leveraged to mitigate these challenges? What

role might the associate deans and experienced faculty play in supporting new faculty members and assisting with the program delivery? How can the faculty development team work at building a cohesive community of experienced and new faculty? Understanding the role of the faculty development team must also be considered. As members of the Centre for Teaching and Learning, the team provides a service to the academic faculties. As such, the role of the team members is unique, residing between faculty and administration. Yet, as faculty members they are part of the same union and therefore are constrained from peer evaluation and some administrative conversations. While influencing change from the middle requires access to all stakeholders, an understanding of their views and power positions, and the desire to advocate (Bolman & Deal, 2013; Kezar, 2014), an explicit understanding of the role of this team must be undertaken to ensure clarity with all stakeholders.

## Framing the Problem of Practice

In understanding the problem for this Organizational Improvement Plan (OIP) more fully, and given the key factors noted above (faculty members range of credential, teaching experience and skill, increase in student numbers and diversity, variety of academic credentials offered, and institutional vision and rebranding) this section situates this problem of practice in the broader context. The current program in place for newly hired faculty members is well intentioned but out of step with the needs of new faculty today. It is not enough to offer a program based on what senior management deems appropriate or what may have worked in the past. Faculty members, as integral members of the college community, should have a voice in their learning. Institutional culture

and values, and internal and external stakeholder expectations, must be understood and leveraged.

**Political, Economic and Cultural Perspectives**

The political context for change at Aspire College is common to post-secondary education in Ontario. An 'academic-capitalist' (Kezar, 2014) environment is reshaping practices and impacting the culture and tone of many institutions. Funding is limited and external partnerships are encouraged. Emphasis on consumer or client driven approaches and provincial metrics has led to standardization of practices that compete with the traditional view of what it means to be a faculty member in a college: namely, academic freedom, control over content and practice in one's classroom. These changing expectations are challenging the priorities inside and outside the classroom.

Bolman and Deal (2013) remind us that power is the ability to make things happen (p. 190). Faculty members, while not immediately appearing to be sources of power within the hierarchy, are key to the success of an academic institution. They help build the reputation and enact the goals and vision. In times of scarce resources, shifting tides, and external pressures, recognizing the contribution of all members to the institution is crucial. As there is clearly an interdependence between all levels in the college, this problem of practice aims to distribute power by acknowledging the needs, as well as expertise and importance, of faculty members to the institution.

External pressures are evident as well. The growing body of research into the effectiveness of teaching and learning centres and programs (Gibbs & Coffey, 2004; Lancaster et al., 2014; Murray, 2001; Potter, Kustra, Ackerson, & Prada, 2015) identifies the need for faculty support in order to keep pace with changes in practices and

technologies, priorities of institutions and application of theory to practice. Communities of practice for faculty and professional/disciplinary accreditation bodies, are part of an extended landscape that need be understood, explored, and harnessed to map the plan for change.

The culture of faculty, within the culture of the institution, must be recognized in order to move this plan forward. As independent academics, faculty members are challenged by the apparent controlling nature of the program. Institutionally, symbols reflecting academic excellence are minimal, with one celebration during the calendar year. Feedback from four (4) years of program evaluations reveals that faculty members want recognition of their previous teaching experiences, choice in the content of their learning and development, flexibility in the manner of presentation of their work, and a broadened spectrum of whom they learn with. This data, gathered from all disciplines represented in the college, underscores the importance of appreciating the faculty perspective and will be used to ground the reimagined program.

Faculty members are encouraged to make teaching decisions with the learner at the centre of the outcome; institutions must do the same when considering faculty members as learners. Feedback from associate deans (AD) indicates that they would like more input into the structure of the program as it is their responsibility to manage their resources. The economic and political factors at play must be contextualized for faculty, while the administration must embrace the academic culture of faculty members. Together, the goal of academic excellence can be achieved.

Democratic principles of inclusion, equality and empowerment (Portelli, 2008) are central to this problem of practice. Despite the hierarchy in place, and the positional

power of those at the top, institutions must recognize the importance of the faculty member to the institution; in doing so they help to cultivate democratic ideals across and within the system. All new faculty, regardless of academic credential, must be afforded the same opportunity to participate in professional development but, the features of the program need not be the same. The role of the faculty development team as facilitators of learning and the faculty member as student, supports an empowering, self-directed approach to learning.

**Adult Learning Theory**

Adult learning theory, or Andragogy, as posited by Knowles (1990), suggests six (6) principles that are relevant to the proposed problem of practice question. They are: (a) the learners' need to know, (b) the learner's self-concept, (c) the role of experience, (d) the learner's readiness to learn, (e) the orientation to learning, and (f) learner motivation (Knowles, 1990; Merriam et al., 2007). In conjunction with these principles are a set of processes that include: (a) the establishment of a climate conducive to learning, (b) the formulation of objectives to meet learner needs, (c) experiences that support those needs, and (d) the opportunity for mutual planning. Together, these principles and processes, offer a framework for an effective adult learning environment (Knowles, 1980, 1990; Korthagen, 2010; Merriam & Bierema, 2014). Adult learning theory also supports democratic values of shared decision-making and community (Karagiorgi, 2011), and an understanding of faculty as self-determining agents within a complex system.

The relationship between student success and satisfaction, and faculty confidence, competence, identity, and authenticity is of importance when exploring this problem. It is widely accepted that effective teachers are confident and motivated (Archer, 2008;

Carusetta & Cranton, 2005; Kreber, 2010; Merriam & Bierema, 2014; Weimer, 2010). Similarly, successful teachers are, at least in part, responsible for student success and satisfaction (Lancaster et al., 2014; Light, Cox, & Calkins, 2009; Merriam & Bierema, 2014; Weimer, 2010). Student success fuels institutional success, a driver of all post-secondary institutions. Strengthening effective teaching practices is part of the role of faculty development therefore, it is incumbent upon the program for new faculty to include those elements that will contribute to faculty accomplishment. As such, faculty themselves must have a voice in this decision-making.

**Research, Teaching, and Learning**

As the institution transitions from a college to a unique undergraduate university, faculty roles and responsibilities continue to shift. Traditionally in the college environment, research has been secondary to teaching. Although Boyer (1990) recognized teaching as a scholarly activity that continues to fuel the professionalization of post-secondary education today (Hutchings, Huber, & Ciccone, 2011), with the change to become an undergraduate university at Aspire College, questions related to the type, quantity, resource allocation and expectations regarding research remain unanswered, and must find some resolution. Ideas within the Scholarship of Teaching and Learning (SoTL) may be able to support the faculty learning program and help to shape the institutional identity of academic excellence.

Effective teaching in a changing environment requires a commitment to continuous learning (Heinrich, 2013; Kennedy, 2015; Light et al., 2009; McQuiggan, 2012). Currency in discipline or field of study as well as openness to different learning strategies, new technologies to support student learning and maximize efficiencies are

needed (Heinrich, 2013; Kennedy, 2015; McQuiggan, 2012). Both process knowledge (strategies to promote learning) and content knowledge (discipline specific) are required for exceptional teaching and learning. The problem of practice in question aspires to ensure inclusion of both.

In addition to academic growth, research and scholarship, faculty learning must also be contextually relevant and meaningful (Merriam et al., 2007). New faculty must have opportunities to apply their lived experiences to their learning, and their learning to their classrooms. In order to understand their role and the institutional climate they must have ongoing opportunities to engage with colleagues across the institution and within their departments (Heinrich, 2013, Korthagen, 2010; McQuiggan, 2012). Opportunity for faculty professional development in the area of teaching perspectives, practices, and techniques, assessment and evaluation methods, curriculum design, and scholarly teaching can improve post-secondary education for students and confidence of faculty (Archer, 2008; Gibbs & Coffey, 2004; Potter et al., 2015; Stes, Coertjens, & Van Petegem, 2010). If we accept there is wide variety in the ways in which people learn, the pace at which they learn, and the content that influences their learning then a program for new faculty members must be offered in a structure and culture that supports these principles.

When faculty members are engaged, understood, valued, and have a voice in their learning, transitions will be smoother (Jones et.al., 2008; Van Dijk & Van Dick, 2009), and quality education will be advanced, supporting the institutional vision of academic excellence. A revised approach to faculty development for new members may decrease tension and resistance as the institution works to reposition itself (Van Dijk & Van Dick, 2009) and, it may set an example of the expectation for continuous and ongoing learning

across the institution. Informal feedback to date indicates that new faculty appreciate being included in discussions; they believe they are contributing to the whole of the institution as well as the specific learning program. Bolman and Deal (2013) suggest that a good fit between an organization and its people is evident in its investment in, and empowerment of, its employees. Advocating for change in the development program for new faculty is crucial within the transformative journey currently underway, as new faculty will be the members who help drive the larger change process underway and help to sustain the future of the institution.

**Sharing Leadership**

Building on the idea that teams share common goals and work together to achieve these goals (Northouse, 2016), a relational and distributed approach to leadership will be applied to propel the proposed change forward. These leadership approaches recognize the interconnectedness of levels, functions, and people within an organization (Kezar, 2014; Komives, Lucas, & McMahon, 2013; Northouse, 2016) and supports involvement of many across the hierarchy. A shared approach to leading this change initiative will help to create buy-in from senior managers/administrators because a direct and tangible link will be made to the institutional goals and direction, giving them "credibility and greater legitimacy" (Kezar, 2014, p. 123). It will help engage new faculty and give them voice, helping them adapt to their new role. It will help to broaden the sense of responsibility and trust of many, inspiring commitment beyond obligation (Nevarez, Wood & Penrose, 2013). Sharing leadership responsibilities can serve to institutionalize and sustain ideas from within. With access to documents, structures, resources, and data, information is filtered through various stakeholders providing meaning to many, and helping to facilitate implementation (Kezar, 2014, p. 123).

A relational approach supports faculty engagement through social processes of inclusion (Komives et al., 2013), behaviour patterns of dialogue and expectations (Biddle, 1986; Komives et al., 2013), and formal and informal learning opportunities with a sense of safety, meaningfulness, and availability (Khan, 1990). Further discussion of processes to support this model will be explored in Chapter two. Grounded in a relational practice, this organizational improvement plan aims to shift the program of faculty development for new faculty members from a top down to a self-directed model in order to support faculty competencies and identity, student success and, institutional goals.

## Leadership Focused Vision for Change

### Systems Thinking

In creating a new faculty development program for this transforming college, a vision for proactive, strategic change is advocated. If we accept that educational institutions are complex, multilayered, and continuously emerging, systems thinking assists in understanding the needs of faculty in complex times and complex organizations. At the core of systems thinking is a mindset that sees the process of change as an inherent result of the interrelationship of dynamic elements and feedback patterns rather than a linear cause and effect process (Akrivou, Boyatzis, & McLeod, 2006; Boyatzis, 2006; Burnes, 2005; Senge, 1990). Recognizing the non-linear nature of change in Aspire College is crucial to understanding and applying strategies toward a different approach to new faculty development. As one element of the system changes, other components must adapt and change for the system to remain dynamic and thrive. When student numbers increase, demographics change, mandates shift, technology advances, policy is modified and/or faculty experience changes so too must the program in place to support them.

The institution must take a proactive approach to deliberately design and enhance the learning for new faculty to meet the challenges of the system, the context, as well as the needs of the individual. Outdated, contained thinking about processes is to be replaced with a collaborative approach. Academic managers, senior administration and the Centre for Teaching and Learning will come together to develop a process and structure that meets a variety of needs. A practice of continuous learning must be adopted – for the faculty and the administration. Relative stability will evolve from the constancy of change. The proposed faculty development program will reflect the needs and interests of the new faculty member, the academic faculties, and the institution. It will require a cultural shift from senior leaders; they must accept faculty as self-determining, autonomous learners within the community. This change in thinking is a priority for discussions around both process and content.

All faculty members engage at the micro (department), meso (institution) and macro (discipline) levels. Their ability to adapt within each of these environments speaks to their capacity as self-organizing members of the complex system who shape their behaviour within sets of simple rules (Burnes, 2005; Mason, 2008). Systems theory proposes that individual activity has an impact within organizations. In accepting the idea of faculty as self-organizing units within a system, authority for some decisions must be assigned to them as they have direct access to the issues at play (Akrivou et al., 2006; Burnes, 2005; Mason, 2008.). It follows then that new faculty be acknowledged as able to make decisions about their learning at the micro, meso and macro levels. The content of the program for new faculty needs to be contextual, with the structure and function of it varying, depending on the experience of the faculty member. This strategy challenges the

linear approach currently in place. In doing so faculty agency is supported and creativity and growth are encouraged. Rather than standardized programming, a program for new faculty learning must offer a broad range of content, choice by individual faculty member and, support the institutional agenda.

**Proposed New Program**

As noted earlier, feedback (Aspire College, 2015) from program evaluations indicate that the current iteration of programming for new faculty is missing the mark in key areas. Additionally, the program has not adapted to shifts in the internal and external environments. There is currently no mechanism to communicate with associate deans about what they are seeing in their newly hired professors' teaching nor what kind of content their faculty are needing for their programs. This gap in communication has contributed to stagnation of the program. Accountability of faculty to demonstrate their learning is absent as well. Without knowing if the content is being applied or if it is meaningful, it is difficult to make the case for change. Therefore, opening lines of communication between and amongst associate deans, the faculty development team and the CTL must be a priority of the change initiative. Fostering dialogue across and within academic areas will bring greater understanding and potentially reduce resentment on the part of the associate dean who must allocate time for his/her new faculty to participate in the program. Dialogue is a means for making sense of new ideas and strengthens transformation (Kezar, 2014; Komives et al., 2013). It will help to inform the final outcome.

The new approach to the training program will remain required, as per institutional policy, however, consideration will be given to how/if it may be completed within one year as opposed to the current two years. This will put pressure on the faculty

development team, the new hires and the academic programs to ensure there is alignment and fit. It will force accountability where none exists now. Prior learning and assessment and recognition must be contemplated. The capacity and staffing model of the faculty development team will require review. Exploration of opportunities to partner with academic program areas must be undertaken.

Upon hire, new faculty will complete a comprehensive self-assessment that examines competence and confidence in foundational instructional strategies, curriculum and course development, scholarship of teaching and learning, and culturally competent teaching practices. Additionally, faculty will complete the Teaching Perspectives Inventory (Pratt & Associates, 1998) to understand their personal beliefs, actions, and intentions when teaching. Once faculty have critically examined their skills, they will choose from a range of options in the areas most crucial to their development and in keeping with program and institutional objectives. They will set goals and an action plan for themselves and review with their associate dean. This is a significant departure from the existing program and reflects the values of inclusion and empowerment. It shifts the power dynamic; rather than faculty feeling like they are being 'done to', they have a part in the development of expectations in their new role.

Similar to the old program, the new program will have learning opportunities in the areas of instructional and curricular strategies, research on teaching and learning, technology to support teaching, institutional culture and practices and, student challenges. There will be opportunity for new faculty to engage with colleagues from across the college, from within their program and to work independently, building both capacity and community. Faculty members will build their program of learning balancing personal

and institutional need. They will manage their time and workload within the parameters set by the current policy. As depicted in Figure 1.2, this approach respects the skills and experiences of the individual, empowers faculty by allowing personal voice and choice in learning, meets the institutional objectives and, sets the stage for ongoing learning and growth either on their own or in conjunction with colleagues. The faculty development team will organize and facilitate sessions, act as peer mentors, and ensure connection across the institution.

Learning in any one area, changes perspectives and begets learning in other areas, hence the idea of contnuous learning. With potential collaboration across disciplines and ongoing communication with AD's learning occurs across the institution. It remains the responsibility of the faculty development team to include a mechanism for the program to bring forward and address current trends and issues.

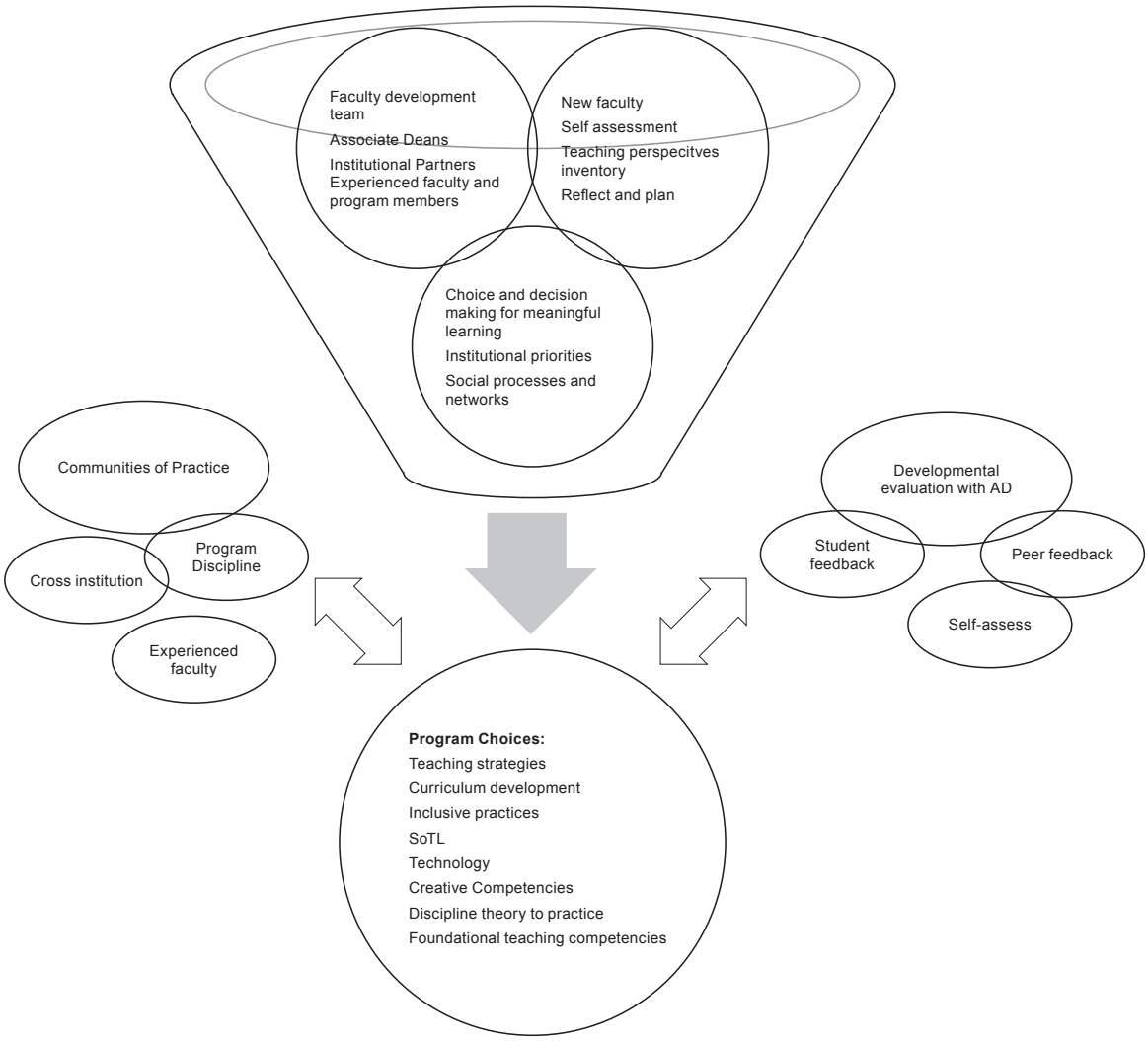


**Figure 1.3.** New program vision proposed by C. Appleby. This figure illustrates the content elements, people and processes envisioned for the reimagined program.

## Applying Change Theory

Intentional change theory provides a means for understanding, working through and sustaining change (Boyatzis, 2006; Van Oosten, 2006) in complex organizations. This theory asserts that change is multi-faceted, often discontinuous and may appear as a "set of discoveries" (Baoyatzis, 2006, p.609). Sustainable organizational change manifests through five stages: (a) shared vision, (b) performance and climate

indicators (organizational competencies and gaps), (c) organizational strategic plans, (d) organizational action plans, and (e) social capital (Van Oosten, 2006). Use of intentional change theory to ground the change process for a new approach to faculty development will solidify the approach within the institutional values and goals. Through a series of cross-college, collaborative conversations, processes and actions, addressed in Chapter two, the college will adopt a shared vision for a program of faculty development for newly hired professors, identify teaching competencies at the core of academic excellence and implement a dynamic program that grows and shifts as the participants in it do.

## Organizational Change Readiness

The need for change at this institution is directly related to the beliefs and structures currently in place. The complexity of the environment calls for an analysis of the entire landscape to assess readiness to change.

### Force Field Analysis.

Lewin's (1946) force field analysis is used to begin to explore elements crucial to the change process because it recognizes the many systems interacting with each other, and illuminates the impact each may have on each other and the change process. Restraining forces that maintain or inhibit change at this college can be found in leadership; faculty beliefs, competencies, and intentions; institutional morale, norms and existing culture; infrastructure constraints; and communication channels. Driving forces here include the strategic direction and commitment; existing policy; potential faculty motivation; existing faculty development services; changing trends; and relationships that have been built across the college. Strengthening the identified driving forces while

minimizing the restraining forces will help to push the new goal forward. Figure 1.4 details the current driving and restraining forces at AC.

Externally, there are additional forces that may help to compel the change. Provincial requirements of colleges and universities for faculty support (HEQCO, 2015) as well as the potential for accreditation of programs that support faculty competencies (Society for Teaching and Learning in Higher Education, 2016) may prove to be additional drivers toward change. Both of these external factors will be influential in the transformative institutional journey as well as the program change discussed here.

Elrod and Kezar (2015) offer an approach that will work in concert with a force field analysis to provide additional information that will establish the strength of the forces and shape the change. They propose gathering answers to key questions, from stakeholders, in the areas of vision, data, expertise, challenges, strategies and interventions. Answers will direct the next steps. For example, they suggest asking key stakeholders whether their department has articulated goals for success (Elrod & Kezar, 2015). If yes, then this may be a lever to bring people together to discuss common goals and specific outcomes that can be realized, in this case, within the context of new faculty training. If the answer is no, then this may be a place to start the conversation about what is important to this group for their new faculty member or program. The questionnaire to be utilized must be adapted or developed in alignment with the content noted above and the identified forces at play. Ongoing conversations with cross institutional stakeholders, will identify any inconsistencies in intention that must be mitigated to ensure the readiness to change, thereby adding to the potential for success.

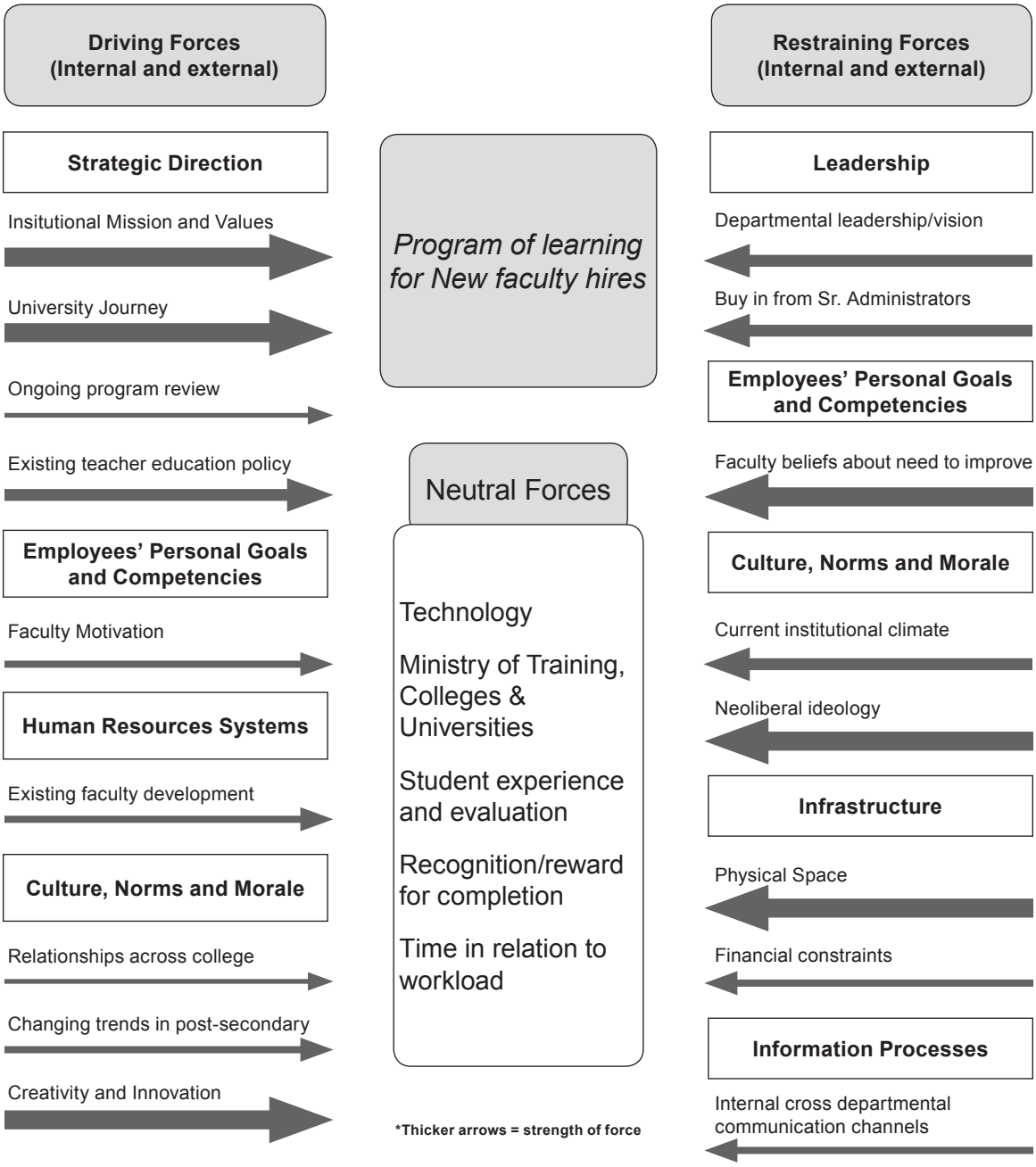


**Figure 1.4.** Adaptation of Lewin's (1946) Force Field Analysis. This figure identifies the driving and restraining forces impacting the change initiative

## Stakeholder analysis

A stakeholder analysis will be used to understand the relationship and influences of key partners. Bringing clarity to who in the institution has authority over the change, who can ease the path to change, which departments are affected by the change and, what

behaviours (person or institution) must change for success to occur are critical; people, process, structure, and content must all be considered. As noted earlier, faculty members in new positions may be amenable to engaging in a program as long as it is meaningful and relevant to them. Likewise, associate deans who manage program resources need to see the added value of the faculty training to their programs. The CTL enacts and reflects the vision of the AVP so are at the forefront of the change initiative. As such, all members of these areas must be committed. Adoption of a full stakeholder analysis that complements the questionnaire used, in conjunction with the force field analysis, are three mechanisms that recognize the many elements of a complex system. Together they will inform and prepare the stakeholders and leader of this initiative.

**Change Process and Strategies**

Understanding the perspective of stakeholders is not enough to ensure change. A learning based approach to organizational change acknowledges the people who hold essential roles that enable the change (Elrod & Kezar, 2015; Kezar & Ekel, 2002; Sugarman, 2001a; Sugarman, 2001b), further supporting the use of a relational leadership approach that builds and utilizes networks. Creating coalitions with strategic stakeholders, securing membership on key committees and, engaging with communities of learners (Wegner, 2000, 2006) are three strategies that can support this change process by creating a shared sense of purpose.

According to Kezar and Ekel (2002) transformational change alters the culture of an institution by changing the behaviours, assumptions and processes in place. Schein (2016) confirms this, adding that all stakeholders must recognize the institutional goals and how they are or are not contributing to these goals. 'Unlearning' must occur along

with learning new ways (Schein, 2016), creating a sense of disequilibrium. Different roles, stakeholder groups, and disciplines bring varying perspectives, priorities and values to the table. Opening a space for dialogue with diverse groups will help to broaden views and sensitize those in power positions (Kezar, 2014; Komives et al., 2013). Given the transformational nature of this college's intended change, and the growth perspective supported in learning organizations, the change process enacted for this problem of practice must include strategies that challenge the status quo, are systematic, and interdependent, while also providing safety so that new learning can occur (Schein, 2016).

Deliberate preparation for the change will occur with an examination of readiness for change as noted above. Champions will be sought from the stakeholder groups to ensure the initiative remains at the forefront of discussions, where appropriate. A cultural assessment of the history, values, symbols, language, metaphors, artifacts, and rituals (Kezar, 2014; Schein, 2016) pertaining to faculty learning at this college will help to frame a change in thinking and build capacity to integrate the change. Resistance will be managed by helping stakeholders understand the need for the change (as it relates to them) thereby reducing the anxiety the idea of change may bring (Schein, 2016). This is critical in a hierarchical environment where a collaborative change initiative is being advocated from a position of lesser influence. Once the intention has been identified, communicated and shaped, creating an understanding of the need for change, information must be gathered about potential processes, content, structure, and resources so that an undeniable and exciting vision is tangible.

Scanning internal and external environments for themes and practices regarding faculty development, continued research into policies, organizational structures, and

practices at similar sized, and type of institutions will help to inform and strengthen the argument for and shape of the vision of change. The institutional principles of creativity and innovation can necessitate looking at challenges in new ways and finding solutions in new frameworks. Toma (2010) suggests examining core operational areas such as mission statements, governance processes, policies, communication channels, facilities, technology, capital assets, and a culture that promotes the mission and vision, for their ability to help build capacity and ease change.

Dialogue and feedback throughout this process will help to ensure incremental shifts and keep momentum going. Creating institutional documents that acknowledge faculty members as adult learners who are building a new identity, will help to frame an approach that respects teacher identity, is supported through community, and maintains positive student outcomes and institutional goals (Archer 2008; Kennedy, 2015; Kreber, 2010; Weimer, 2010).

Figure 1.5 illustrates a collaborative approach to the process of change for this organizational improvement plan. The faculty development team is responsible for guiding the initiative forward. Elements of the Change Path Model (Cawsey, Deszca, & Ingols, 2016) are used as the process to maintain momentum. Input from all stakeholders is sought. Communication, collaboration, gathering data, negotiating, learning, and unlearning happen as a community, with guidance from the faculty development team. As change agents, the team must work across the institution, capitalize on relationships, build allegiances, and empower others to engage (Kezar, 2014).

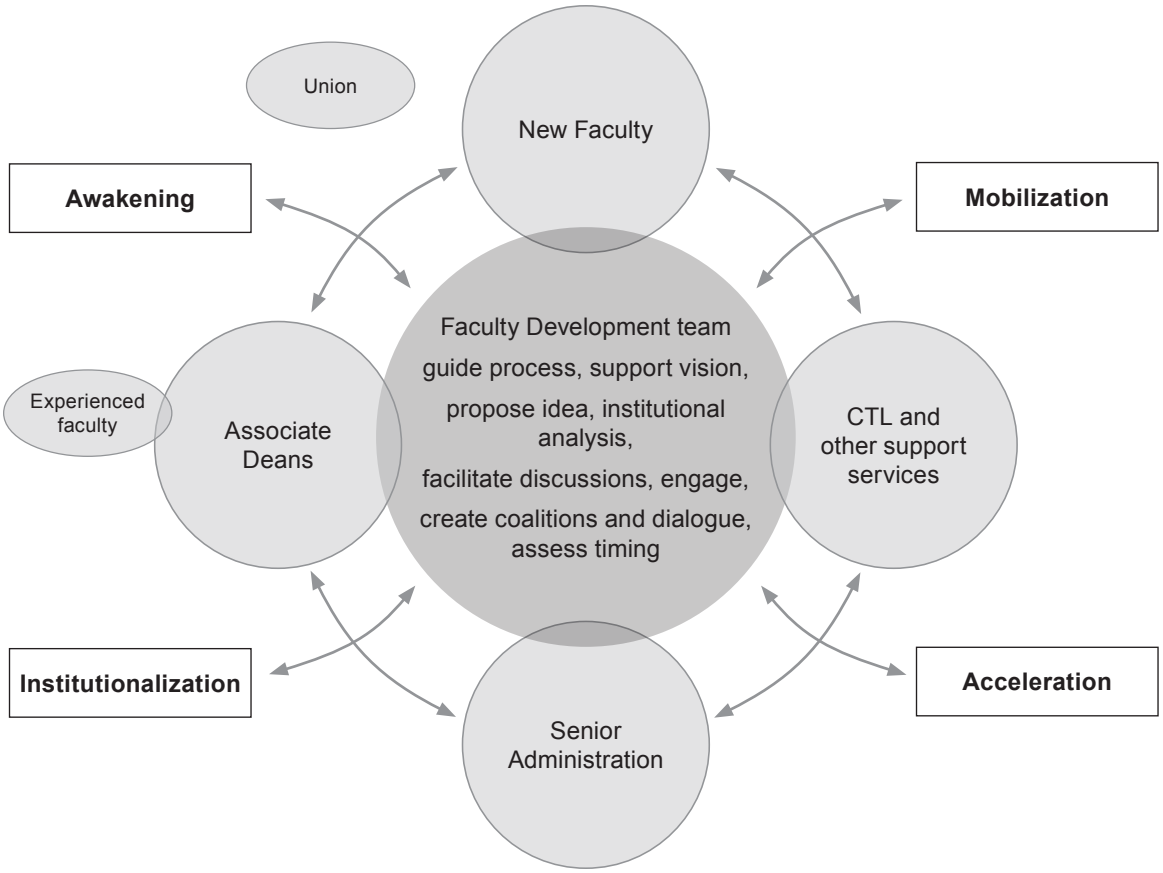


**Figure 1.5.** Sharing Leadership. This figure illustrates the interconnectedness of the people and processes in the collaborative change process

Each of the processes helps to facilitate institutional sense-making, defined by Kezar and Ekel (2002) as "the reciprocal process where people seek information, assign it meaning, and act. It is the collective process of structuring meaningful sense out of uncertain and ambiguous organizational situations" (p. 314). In providing an opportunity for making meaning, this change process gives way to new cognitive frameworks, or what Senge (1990) called mental models, that work to transform the organization. In doing so the change process that will occur with the learning program for new faculty will mirror the change process that is ostensibly occurring in the broader institution. This alignment will strengthen both.

## Communicating the Need for Change

Bolman and Deal (2013) encourage leaders to frame issues in a variety of ways so that employees understand the direction it is headed. Consistent with the idea of sense-making proposed by Kezar and Ekel (2002) and the reality of organizations as complex systems, the cultural shift needed to support a change in faculty development will occur through socially constructed processes. Providing a vision that fits within the institutional identity, links the present state to future needs, and builds on the professional capital existing in the institution, will translate the ideas into actions and sustain the change. Operating within a hierarchy, recognition of the need for ongoing communication upwards as well as laterally is needed.

To build awareness, results of program feedback will be shared at key stakeholder meetings. This information will be used to frame the vision, within the institutional identity, so that administrators can see the importance of the planned change, associate deans can anticipate the added value to their programs and programs can predict if and where there will be impact to the infrastructure. The new vision will be grounded in theory and directly connected to the mission and vision of the institution.

### Collaborative Community

There will be a request for representation at a cross college working group, from each stakeholder group. Through engagement in regular meetings, learning and development opportunities, visioning exercises, and data sharing, a foundation for change and common understanding will be developed. Ensuring stakeholders from across the institution are engaged, communicating incrementally and transparently (Cawsey et al., 2016), employing a creative problem solving approach (Puccio et al., 2011), and utilizing

evidence informed practices will help to transform faculty development from a general-purpose initiative to a faculty built, versatile and responsive program that is intended to both reinforce institutional initiatives and strengthen teacher practices.

To keep momentum going, questions must be anticipated from each stakeholder group. Academic managers and administrators will have questions related to budget and resource allocations: the time commitments, methods of faculty accountability and impact on the existing (non-probationary) faculty and program personnel, and future recruitment practices. Within the CTL, the digital learning and quality assurance teams will want to know how the teams can collaborate. How might technology be used to support the program? Examination of the hardware, software, and personnel capacity currently in place on those teams must occur. There may be questions about the role of institutional research in supporting the Scholarship of Teaching and Learning. Clarification of which aspects of the current program will be kept and what will be discarded will be needed. How can teaching and learning be celebrated? What are the artefacts, symbols and celebrations that must be planned in order for the importance of teaching and learning to shine? These questions will be addressed either preemptively or as a collective, once asked.

This institution has mechanisms in place for college wide communication. These will be used to keep the larger community informed. Included in this strategy are: (a) the weekly online newsletter that goes to all employees, (b) the welcome back breakfast, and (c) quarterly town hall meetings and brown bag info sharing. The union newsletter will also be a place to share updates and solicit ideas. The faculty development team may present updates to specific stakeholders, namely the associate deans and deans' councils,

the Senate and Senate subcommittees and academic Faculty meetings. Success of this change will only occur if all are informed, committed to dialogue and process and, willing to adopt a continuous learning mindset.

## Conclusion

Ontario post-secondary education has shifted dramatically, bringing new challenges to the quality and integrity of the college sector and furthering the complexities at play. Aspire College is poised for transformative change in charter and goals. Faculty development for new faculty can be an integral element to shape institutional culture and academic excellence. Therefore, meaningful support for newly hired professors is necessary. Building on research in adult learning theory, social construction of knowledge, self-actualization, and identity, this organizational improvement proposal seeks to advance a reimagined approach to faculty development at one Ontario College. Understanding the culture and needs of both the institution and new faculty member, and fostering progressive change through collaborative leadership practice is paramount to furthering quality teaching and learning and academic excellence in today's college context. A change in the way faculty development is offered to new faculty will support this endeavor. Chapter two will explore the change and leadership frameworks to be used in this initiative.

# Chapter 2: Planning and Development

## Overview of the Chapter

This chapter explores the framework and leadership approach proposed to address the change initiative. Systems theory and Nadler and Tushman's Congruence Model (1989, 1999) are used as a basis to understand and analyze the people, processes, culture, and tasks needed to support the change. A relational and collaborative approach to leadership is proposed as an effective mechanism for communication and decision-making. Tierney's (1988) dimensions of culture framework is used to further explore the political, social, economic, and technology drivers that shape the culture of Aspire College. Giving consideration to the processes proposed for this change, the chapter concludes with the presentation of three possible solutions to address the challenge, and one preferred option.

## Framework for Leading the Change Process

Colleges are complex systems with many interacting and interdependent parts. As such, in order for the institution to remain successful and applicable, when one element of the system changes there must be a corresponding shift in related components (Burnes, 2005; Cawsey et al., 2016; Cochran-Smith, Ell, Ludlow, Grudnoff, & Aitken, 2104). This fluidity poses challenges and, offers opportunity for an institution. As noted in Chapter one, the college in question is undergoing a significant change in its direction, mandate, and governance. This, accompanied by an increasingly diverse student body and faculty complement, has led to the need for a change in structure and shift in attitude toward one core institutional offering: the learning program for new faculty members.

The traditional hierarchical structure common in the Ontario college system (Duddy, 2015) has resulted in a bureaucratic approach to processes and communication which, on the front lines, appears like control and therefore begets resistance (Bolman & Deal, 2013; Manning, 2013). This Organizational Improvement Plan hopes to confront the resistance from faculty toward a mandated program of learning, and from administrators concerning the needs and role of new faculty, and work toward a new model of the program for newly hired professors. The new approach is intended to build organizational capacity and empower faculty. Together, these elements will strengthen the institution as it moves forward. Nadler and Tushman's Congruence Model (1989, 1999), and relational leadership frameworks (Kezar, 2014; Komives et al., 2013) will be used to map the change initiative.

**The Congruence Model of Change**

Nadler and Tushman's Congruence Model (Cawsey et al., 2016; Nadler & Tushman, 1989, 1999) will be used as a framework to guide and support the need for the envisioned change. Nadler and Tushman (1989, 1999) acknowledge that a good fit between the people, resources, structures and process, and culture is essential for effective organizational functioning. They also accept that stagnation can result from the comfort of congruence. This is the situation at Aspire College; the program for new faculty has become unmoved by the changing tides and needs of faculty members. Building from this idea, this author will propose a shift in institutional thinking to "create an environment for academics to fulfill their potential" (Jones, Lefoe, Harvey, & Ryland, 2012, p.68).

Repositioning thinking about faculty needs and roles will help to open potential avenues for program transformation, thus enabling a change in the structure of the

courses offered to new faculty. If both structural and attitudinal change is intentional, incremental, expected, embraced across the institution and, consistent with the principles of organizational learning, then, it is posited, the process of change will be less disruptive. If small scale change is a constant adjustment to environmental changes, a fine-tuning of sorts, then the institution will gain strength from its nimbleness and, not rest dormant. A relational, shared and distributed approach to leadership is advocated as a strategy to influence this kind of change.

A key mandate of colleges is to produce market-ready citizens (Higher Education Quality Council of Ontario, 2013; Mackay, 2014; PQAB, 2015). In order to ensure this outcome, systems must support faculty to do the job of teaching. Professional development for new faculty is one institutional support that will help the college meet its mandate. Stabile and Ritchie (2013) acknowledge that "learning initiatives are a reflection of the mission and scope of the institution" (p. 71). In applying Nadler and Tushman's model (1989, 1999) and looking systematically at the current and desired tasks, structures and systems, people and, culture of the program for new faculty, an incompatibility amongst the elements is revealed. Therefore, there is need for change in the program.

Figure 2.1 identifies the elements contributing to the disconnect. The needed adjustments are a result of the shifting external and internal environments noted in chapter one and will help to ensure the program is meeting the needs of faculty members, student learning and institutional commitment moving forward. The force field analysis (Lewin, 1946) identified earlier and the gap analysis presented later in this chapter, expose the need for more than structural change. To meet its mandate and optimal performance, a cultural shift, as it relates to faculty learning, is also in order.

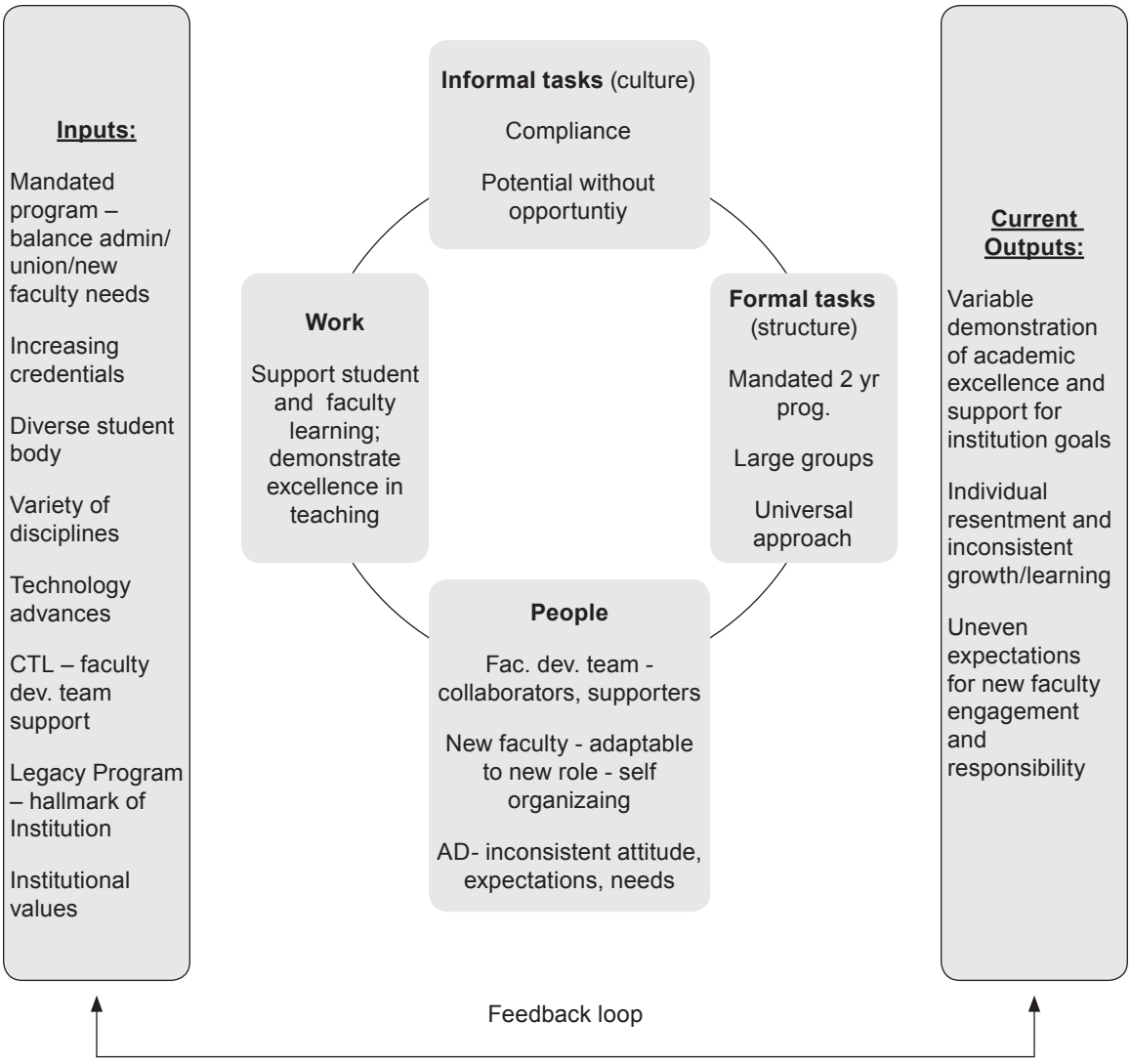


**Figure 2.1.** Nadler and Tushman's Congruence Model (1989, 1999) applied to current program for new faculty. This figure illustrates the lack of congruence between what is occurring and the intended outcomes of the program for new faculty.

## Cultural Shift

**New faculty needs.** New faculty are taking on a new role. Their deep body of knowledge and experience is the reason they were hired. In moving from industry professional or discipline specific expert to educator, they must be supported to develop skills that will encourage student learning and build teacher excellence. Newly hired faculty with terminal credentials may have some teaching experience and/or believe

they do not require 'teacher training'. Applied professionals may consider themselves teachers because they have had apprentices in their charge. Both belief sets are at odds with the intention of training for new faculty members at Aspire College; that is, to set an expectation of a learner-centered, active classroom where deep and applied learning takes place, in a socially constructed networked community. This is the standard by which probationary faculty are evaluated.

Fink (1992) suggests that new faculty must be informed about institutional support services, values, vision, and information on their roles, responsibilities and networking opportunities while not overloading new faculty with too much information. This approach, while practical, sets a minimal standard like that of human resource onboarding or orientation. The current program of professional development for new faculty addresses these elements. They are not enough to ensure a smooth transition to a new role as shifting to a new role requires exploration of the values and beliefs that motivate and ground this change (Begley & Stefkovich, 2007), as well as informal learning situated in community (Boyd, 2010). Additionally, Archer (2008) recognizes the tensions that exist for young academics where the need to perform and produce may interfere with goals and beliefs regarding their value and integrity, thereby influencing their self-perception of success. For faculty training to be valued, and effective in building teaching skill, newly hired educators must receive, at a minimum, grounding in: (a) teaching competencies, (b) the complexities of the post-secondary environment today, (c) reflective practices, (d) technology to support learning and, (e) an openness to learning (Archer, 2008; Gibbs & Coffey, 2000, 2004; Heinrich, 2013; Korthagen, 2010; Kreber, 2010; Light, Cox, & Calkin, 2009). These skills, beliefs, and practices must be aligned with the vision of the institution.

**Examining faculty learning**. To facilitate faculty learning, all connected to the new program must promote the mission and vision through modelling of current, evidence informed practices and principles of adult and social learning theories (Gibbs & Coffey, 2000; Merriam, 2008; Schumann, Peters, & Olsen, 2013). Tacit beliefs about teaching, and the roles and responsibilities of new faculty members must also be examined (Rowlands, 2011). Artefacts that support a teaching culture must be adopted, embedded, and embraced across the institution and within the new faculty program (Schein, 2016). Language framing faculty learning as positive, and supportive messages from AD's and deans about the programming offered through CTL, must also occur. These overt reflections of the institutional vision and values is one way to shape the culture and shift the thinking (Schein, 2016).

Building of relationships through small groups, communities of learners, and workshops will help faculty adjust to their new role and assist AD's in working through their beliefs and understanding about teachers while embedding the values in everyday practice (Jawitz, 2009; Wegner, 2006). Clear expectations, timelines and accountability for shared learning will work to entrench the mission. These features of institutional culture must become supported by all, regardless of position.

All members of the college community must see that the benefit of the program for new faculty is greater than the cost, that the role of the college is one of knowledge generation for all and, that valued and respected faculty translates to excellence in teaching and learning (Condon et al., 2016). Therefore, institutional thinking regarding the role of the Centre for Teaching and Learning, the faculty development program, and new faculty themselves, must change. Schein (2016) advocates a three stage process of

learning to enable change: creating motivation to change, learning new concepts and new meanings for old ideas and internalizing new ideas (p. 300). Both new faculty and administrator groups must engage in these steps. Learning, reframing, internalizing and, overcoming fears take time and requires psychological safety (Schein, 2016). For these reasons, a team and relational approach to change is advocated.

**Relational Leadership**

It is a commonly held belief effective leadership is relational (Cawsey et al., 2016; Helstad & Møller, 2013; Kezar, 2005; Komives et al., 2013; Kouzes & Posner, 2012; Northouse, 2016; Schein, 2016; Uhl-Bien, 2006; Wood & Dibben, 2015). Relationships shape leaders and followers; leadership grows from and through the process of ongoing relationships (Komives et al., 2013; Wood & Dibben, 2015). The capacity of institutions to move through and adapt to the reality of change is, in part, a reflection of the strength of positive relationships (Helstad & Møller, 2013; Uhl-Bien, 2006). As such, distributed, shared and team approaches to leadership, are effective means to achieve organizational goals because they empower relationships while ensuring productivity (Bolden et al., 2009; Northouse, 2016; van Ameijde, Nelson, Billsberry, & Van Meurs, 2009). Komives et al. (2013) suggest that teams are an effective mechanism for advancing change and, that relational leadership practices promote "an organization's purpose through a shared vision" (p. 97). This perspective sees leadership as a multi-level, interdependent process which aligns nicely with the multi-dimensional institutional challenge in question here.

Relational leaders are intentional in their promotion of collaboration and learning to effect change (Komives et al., 2013; Uhl-Bien, 2006). According to Komives et al. (2013) relational leaders engage in behaviours that allow team members to build a vision

together that creates a "realistic, credible, attractive future" (p. 103). This includes expanding the team to include traditionally excluded members and developing ideas that confirm priorities and empower decision making. Relationships support the disruption that comes when learning new things; they can provide the needed psychological safety (Schein, 2016). A relational approach to the problem at the heart of this OIP is crucial. Recognizing the power of the collective and acting to engage a network with a common vision of academic excellence will reinforce the change process, enhance the culture, and strengthen the faculty cohorts which ultimately will strengthen the institution.

An intentionally relational approach fosters growth and values many voices. These elements will help to ease the challenge of a mindset shift needed in this change initiative. Kotter (1996) suggests identifying relevant relationships and developing links to facilitate communication, education, or negotiation as initial steps toward change. The success of the faculty development team and of a new program rests in the ability to build and nurture relationships, and to mentor individual faculty. A relational, shared leadership approach to change will assist here.

**Team Leadership**

For this OIP, team leadership is that which is grounded in relationships and offers opportunity for groups to collectively work positively toward change. Envisioning groups as teams is one means of ensuring collaboration occurs. The current faculty development program is, by design, process-oriented and relational. The faculty development consultants work with new faculty to ensure a baseline of teaching knowledge; they are a team collaborating with new faculty and with each other. New faculty groups act, in part, as teams, working towards completion of a program. As well, academic managers

are a team amongst themselves, and within their programs. HR and the union, while not a traditional team work together, and with the AD's, to frame an understanding of the program. Currently at Aspire College, these four teams are primarily working independently of each other, limiting the potential for success.

**Team composition**. For the faculty development and new faculty teams to be truly successful, two things must occur. The conceptualization of the team must be expanded to include associate deans, deans and experienced faculty alongside new faculty and the team from CTL. All 'team' members must be involved in decision making about the content and structure of the mandated program. Working together there can be greater alignment of institutional goals and messaging, ongoing improvements, modifications and, through knowing, appreciation for various roles (Kezar, 2005, 2014; Komives et al., 2013; Manning, 2013). When faculty members have a voice in their learning journey they will be less resistant and will derive more meaning from it (Carusetta & Cranton, 2005). When AD's see the difference the program can make for their faculty (and students), the more likely they will find ways to support it. Each of these elements can help to shift the thinking about the value of faculty development for new faculty.

In effective teams, all members must have responsibilities. Kogler-Hill (2016) suggests that teams need a leader who understands the issues, monitors action to ensure direction and effectiveness, and manages relationships to promote successful endeavours. The leader's job is to step in where and when necessary to ensure effectiveness (Kogler-Hill, 2016, p. 366). This model can be effective with the new faculty group. It enables decision making within the team, while respecting the individual and collective nature of

the learning environment. The faculty development consultant can navigate issues that the team members, because of their newness, may not be able to do. He/she may help the team to develop cohesion and become a community of learners, contextualize some of the challenges they face and structure goals of the program to meet their needs. If the team is expanded to include associate deans, deans and experienced faculty, there will be additional opportunities for collaborative planning, capacity building, networking, and modelling expectations.

A 'unified commitment' (Northouse, 2016, p. 370) toward academic and teaching excellence can be developed and, through meaningful programming, faculty will find their area of comfort and contribution. Together, the collective, with the needed competencies and knowledge can ensure team effectiveness. Expanding the faculty development 'team' to include additional roles can help to ensure congruence of institutional elements and build the capacity of the institution to learn, further mitigating any stagnation. Day, Gronn, and Salas (2006), in a review of the literature on team leadership, confirm that forming collective identities, through common goals and processes enhances both team processes and outcomes.

**Distributed leadership**

Distributed leadership (DL) involves multiple layers of influence and decision-making, formal and informal leaders and, is often considered in educational practice (Bolden, 2011; Hairon & Goh, 2015; Harris, 2013). It typifies collective influence; diverse expertise comes together to distribute the leadership tasks and accomplish goals (Bolden, 2011; Harris, 2013; Hartley, 2010). Gosling, Bolden, and Petrov, (2009) further note that a distributed leadership approach builds "social capital of organizations through engaging

people at all levels and building and strengthening collective capacity" (p.301), thus empowering them to learn to take initiative. This approach to leading change supports the capacity to learn as an institution (Honan, Westmoreland, & Tew, 2013; Kezar, 2005; Stabile & Ritchie, 2013; Woods & Gronn, 2009), something crucial for this organizational improvement plan.

Distributed leadership is an effective approach to support the needs of this OIP, specifically its capacity to provide a participative approach that "acknowledges the individual autonomy that underpins creative and innovative thinking" (Jones et al., 2012, p. 68) of faculty members. It requires a rethinking of roles on the part of senior leaders (Harris, 2013) to see faculty members as viable decision makers and leaders within the institution regardless of their position in the hierarchy. Enacting a model that accepts that leadership is not necessarily about position, but about how people relate to each other to work through tasks (Gosling et al., 2009; Jones et al., 2012; Komives et al., 2013; Northouse, 2016) is a challenge to overcome at Aspire College. This approach will see new faculty making decisions that lead their learning, experienced faculty as leaders supporting new faculty and the CTL and faculty development consultants as leaders across the institution. While it does not remove the hierarchy, it recognizes "the core task of the formal leader is to support those with the expertise to lead, wherever they reside within the organization" (Harris, 2013, p. 551). Distributed leadership resonates with faculty members, and this author, because it embraces the ideas of inclusion and a culture of collegiality critical to both the pragmatic and idealized view of higher education. DL is an opportunity to build collaborative communities and present frameworks that can both neutralize some of the managerial control found in colleges today and include

democratic principles sometimes lost in hierarchical structures (Bolman & Deal, 2013; Bolman & Gallos, 2011; Gosling et al., 2009; Hartley, 2010; Jones et al., 2012; Manning, 2013; Woods & Gronn, 2009). Acceptance of a distributed leadership approach opens the doors for structures and opportunities to deepen the learning across the institution. One challenge of a truly distributed approach is that of trust. Mutual trust must be developed in order of this approach to be effective (Harris, 2013). Therefore, purposeful, planned opportunities for communication must be built into each stage of the change process. Another tension exists in the positional leaders' acceptance of 'bottom-up' influence; true distributed leadership requires leaders to let go of, and re-examine long held beliefs (Bolden, Petrov, & Gosling, 2009; Kezar & Lester, 2009; Kezar & Sam, 2014).

**Communities of learners**. Communities of practice/learners are an approach that can reinforce knowledge and culture within a new program of learning for new faculty (Cuddapah & Clayton, 2011; Wenger, 2006). They can help to re-shape the leadership landscape. Openness, inquiry, and shared purpose can bring cohesion to a team (Garrison, 2011; Kezar, 2005) and effectively enact Schein's (2016) ideas of creating new learning and new meaning from old ideas. By focusing on individual, group and institutional learning, broad academic issues such as those driving the need for change can be at the forefront, and become topics discussed and understood by all (Honan et al., 2013). Manning (2013) suggests a "collaborative, consultative and non-elitist" (p. 164) approach enables all stakeholders to come together and "accept responsibility for the conceptualization and execution of organizational practices (p. 165). This approach will be needed to navigate the transformation process and realign elements identified in Nadler and Tushman's Congruence Model (1989, 1999).

## Critical Organizational Analysis

Aspire College has many competing priorities. To envision and enact change for this priority, the program for newly hired faculty, a deeper understanding of the strengths and limitations of the organizational culture is needed. The values and assumptions, traditions, physical and psychological environments all contribute to the challenges in the program for new faculty. Manning (2013) recognizes that taking up a cultural perspective "provides alternative views of leadership that create more equitable environments for a wider range of people" (p.100). This is consistent with the distributed approach to leading change proposed earlier. In addition to culture, human and financial resources must also be examined to ensure the scope and prospect for change is scalable.

### Organizational Culture

Culture is a significant factor in any organization and is often seen as a defining element. As such, consideration must be given to the role of culture in institutional change processes. How can culture be leveraged to facilitate change? How does it shape the change process or strategies? These questions are essential when considering a change in the program of faculty development for newly hired professors. An understanding of the values and beliefs related to the program for new faculty, the assumptions about the role of faculty members and, the role of the Centre for Teaching and Learning in advancing the mission of the institution must be unearthed. Cultural components and archetypes will be explored to frame the needs and strategies for the change process at this college.

**Culture defined.** Culture is widely defined and generally accepted in the literature as shared norms, assumptions values and beliefs and the way these are

represented in the character of the institution through practices and processes (Bergquist & Pawlak, 2008; Bolman & Deal, 2013; Bolman & Gallos, 2011; Morgan, 2011; Schein, 2016; Tierney, 1988; Toma, 2010). Despite this general agreement, the idea of organizational culture remains somewhat elusive. In an attempt to offer operational concepts that can be used and widely understood Tierney (1988) identified six essential elements or dimensions of culture which can, while recognizing the inherent differences, be used as a blueprint to understand the culture of an institution. Tierney's (1988) framework examines the environment, mission, socialization, information, strategy and leadership of an institution. He suggests that understanding the way in which each element occurs, and the importance of it within the institution, are crucial for a leader to be able to make effective decisions, and impact change, while simultaneously recognizing that people interpret culture in their own way. Tierney's framework, while different, works in concert with Bolman and Deal's (2013) four frameworks as elements of each frame are inherent in Tierney's components.

Bergquist and Pawlak (2008) augment the discussion of culture through identification of six cultural archetypes commonly found in academia: the collegial, managerial, developmental, negotiating, virtual and, tangible cultures. They propose that while there is an institutional dominant culture, each model is present and, because of the complex nature of academic institutions, each must be acknowledged for change to occur. The authors also recognize that leaders bring their own cultural preferences to their work and must, at times, adapt strategies to navigate others' cultural preferences. Challenges, needs and/or dissatisfactions arise from the tensions between cultures existing in an organization.

While Tierney (1988) advocates the need to understand the elements of a given institutional culture to effect change, Bergquist and Pawlak (2008) argue that the origins, strengths, and weaknesses of each type of culture must be understood and that each cultural model must be recognized for change to occur across diverse areas of an institution. This is consistent with Bolman and Gallos's (2011) multi-frame thinking. They assert that leaders must consider each of their four cultural models because each portrays an important part of institutional life and all are interconnected.

Using Tierney's (1988) framework, and examining the Centre for Teaching and Learning at Aspire College, at first glance a culture of competition, control, compliance, and closed systems is evident (see Figure 2.2). A subculture of collegiality exists in the faculty development team. On the surface, the predominant culture in the CTL, at Aspire College, is Bergquist and Pawlak's (2008) managerial culture. The department values execution and evaluation of specific work, fiscal responsibility, and accountability. It directs and micro manages the work of the unit members. Bolman and Gallos's (2011) depiction of a jungle is also evident with departmental units competing for resources and jockeying for position. Morgan's (2011) political metaphor, depicting loose networks of people who come together for expediency, reflects the current tone in the Centre for Teaching and Learning and the character of relationships between academic managers, the union and, the CTL.

**Subcultures**. Subcultures within the dominant culture also exists (Manning, 2013; Toma, 2010). New faculty members comprise part of the faculty subculture which may, at times, be at odds with the administrative subculture. Academic managers are another group which hold values and beliefs that may impact the new faculty member and

the program to support them. Academic discipline is another subculture (Toma, 2010) at play in post-secondary institutions; this is of importance when considering a program for new faculty. What role does discipline play in teaching practice, teacher identity and autonomy? What narrative do faculty bring with them because of disciplinary inclinations and history? Recognition of the crucial role of subcultures within the larger culture must occur in order to manage change effectively. Relational leadership is "inclusive of people and diverse points of view, empowers those involved" (Komives et al., 2013, p. 95) and is therefore an effective means to encourage the dialogue that will uncover and support the understanding of subcultures.

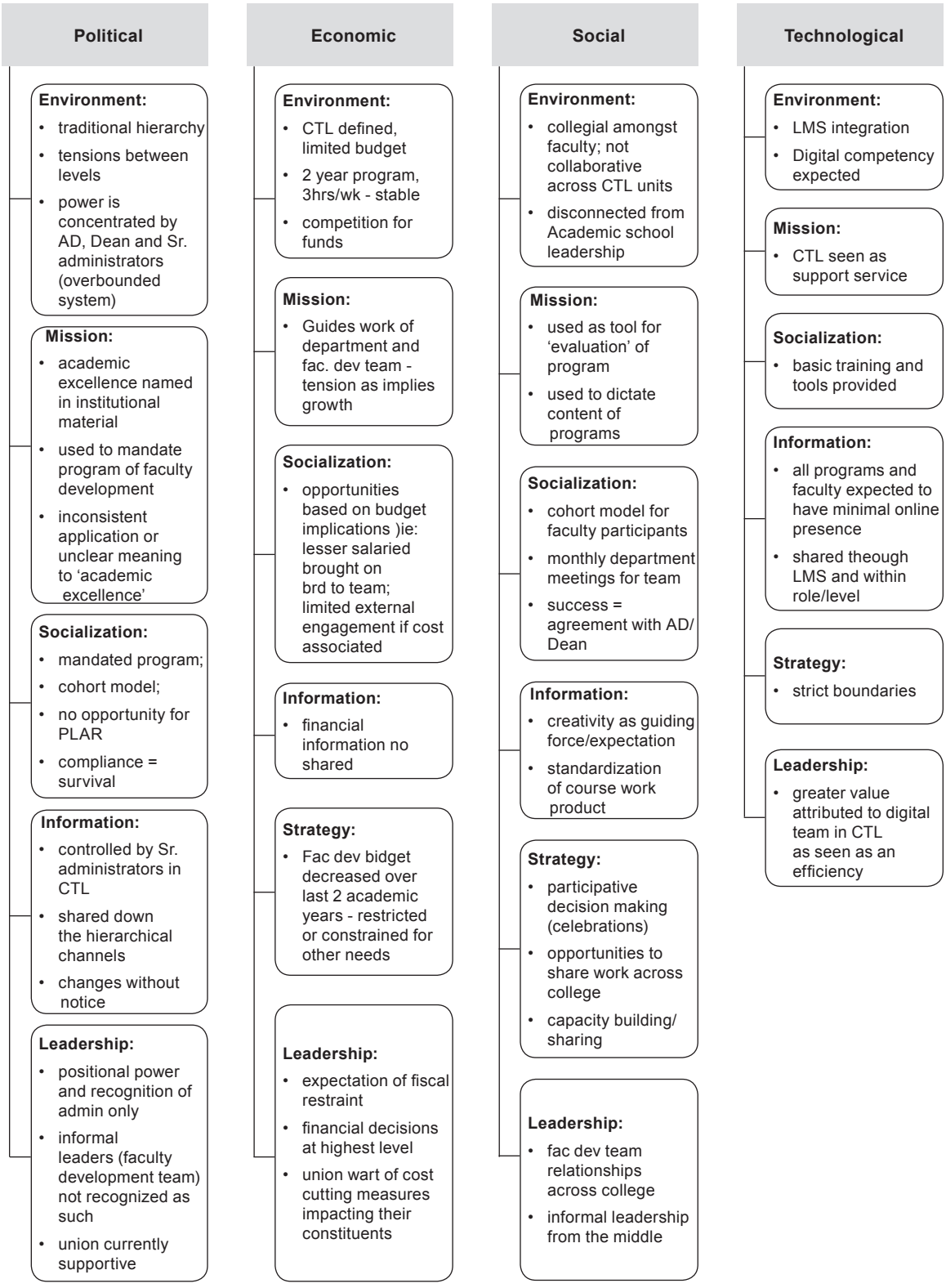


**Figure 2.2.** Figure 2.2 Tierney's (1988) cultural components. Examining the CTL at Aspire College, this figure explores Tierney's six cultural elements using a PEST analysis

**Culture and relationships.** Schein (2016) further advances the study of culture by untangling the relationships, structures, characteristics, dimensions for success and processes for change. Schein (2010) recognizes that culture is "deep, wide, complex and multidimensional" (p.156) and must therefore not be distilled down to one or two dimensions. In accepting Schein's premise about the breadth of culture, this OIP must examine the culture of the Centre for Teaching and Learning, the program for new faculty members, and the culture of the administrative middle, as artefacts reflecting the culture of the institution.

Relationships are central to Schein's strategies for change and cultural assessment. The use of Schein's (2010) multi-step cultural assessment while considering Tierney's (1988) framework will elicit a deeper understanding of the department and program in question and "reveal that a new practice can not only be derived from the existing culture, but should be" (Schein, 2010, p. 317). Likely, Schein (2010) notes, changes may only require changing one or two assumptions (p. 317).

**Current culture and future possibilities.** The current reality for the CTL is increasing conflict, multiple pressures, and scarce resources. As a symbol of commitment to excellence, and opportunities to celebrate faculty, the program for new faculty may be an ideal way to bring the department together, generate new ideas and advance the institutional mission (Bolman & Deal, 2013; Bolman & Gallos, 2011; Schein, 2016). Manning's (2013) web of inclusion highlights the kind of "structural and procedural interconnectedness of communication, human interaction and leadership" (p. 161) necessary to shift the thinking about the new program for faculty and advance the problem of practice in this OIP. Processes that are collaborative, leadership that is

inclusive and communication that is open and responsive enables participation from many, thereby redistributing power and reimaging one piece of the institutional culture.

Bolman and Gallos (2011) argue "individuals need opportunities to express their talents and skills; organizations need human energy and contribution to fuel their efforts. When the fit is right, both benefit" (p. 12). Collegial and family archetypes support faculty learning and work to unlock the rigidity found in other models. They are inclusive leading to new learning and collaboration (Manning, 2013). This desired cultural shift will enhance the ability of the new program to embed the institutional values and beliefs of academic excellence while building institutional capacity and faculty empowerment. Recognizing the importance of institutional culture to this OIP, the human, financial, physical, and technological resources and infrastructure must be surveyed to see how they may be leveraged to shift the culture toward a more family (Bolman & Gallos, 2011) and collegial (Bergquist & Pawlak, 2008; Manning, 2013) oriented typology.

**Resources**

Resources are increasingly limited in post-secondary institutions today. Once considered publicly funded, many colleges now see themselves as publicly assisted. If a culture is reflected in "what is done, how it is done and who does it" (Tierney, 1988, p.3) then it is critical to ensure congruence between the institutional culture and structures, processes, and resources (Nadler & Tushman, 1989, 1999). Challenges and tensions with the allocation of human, physical and financial capital, must also be understood and examined within the culture and the realities of this institution.

## Human Resources

**The faculty development team.** As mentioned in Chapter one, the program for new faculty operates through the Centre for Teaching and Learning (CTL), by the faculty development team. This team is comprised of two (2) full time seconded faculty members who are responsible for developing and delivering the program for new faculty. Both team members started at the same time and will finish their secondments at the same time. This poses a challenge of continuity and consistency if both members choose to go back to their discipline specific programs at the end of their secondments. The team is also responsible for other programming and are stretched very thin. The CTL houses other quality assurance units, therefore the possibility of sharing human capital exists. However, due to the strict boundaries and separatist, competitive culture, it is currently not possible. Bolman and Gallos (2011) assert that leaders who attend to human resources empower and encourage people while also ensuring that groups function as effective teams. This includes hiring the right people, for the right amount of time, a particularly important element for this role. The faculty development team needs to find ways to build the team and continue to lead the program for new faculty with limited human capital. Relationships are key to this challenge.

A capacity building approach, with a structure that supports the shared value of academic excellence must be considered. This will require a shift in thinking from administrators who rigidly define roles and control opportunities. As physical and financial resources decrease and new faculty members increase there is a strain on the faculty development team's ability to deliver the program as desired. Rather than small groups, the groups are large, lessening the ability of team members to connect

with new faculty, a vital component of role learning for new faculty (Cuddapah & Clayton, 2011; Korthagen, 2010; Wenger, 2006). Discussions are more challenging and meeting individual needs is difficult. Rethinking the structure and process of the program to offer space for contributions from others in the college community may help to moderate this human resource challenge. Expanding the team may uncover hidden assumptions (Schein, 2016) and help the institution learn from itself (Senge, 1990). Katz and Dack (2013) suggest that real learning comes from interrupting the status quo of traditional professional development through interdisciplinary collaboration, applying principles of adult learning theory and specific processes and protocols including learning conversations and inquiry. Relationships that have been forged will support the disruption that sparks transformative learning. Online communities of practice may be a mechanism to support the resource needs and maintain the relationships critical to change.

**Centre for Teaching and Learning Staff.** Another challenge is the distinction between faculty and staff. These two groups have different unions and are afforded different opportunities and status. Support staff are not involved in faculty training. As the faculty development team and two other CTL members are the only faculty members in the unit, manpower is limited. Without access to colleagues who are part of another collective agreement the opportunity for collaborative teamwork is curtailed. Komives et al. (2013) suggest that inclusivity, talent development, coalition building and civil discourse (p.99) are behaviours that value people, build the team and help to moderate the resource strain. Utilization of CTL staff who have knowledge and skill that can support the program for faculty, regardless of position, must be considered if the program is to endure continued growth.

**New faculty members.** Associate deans assign workload to faculty members. New professors have a reduced workload in their first two years to accommodate participation in the professional development program. This causes a tension across departments and relationships as the AD does not have full control of the workload of all their people, triggering additional financial burdens and equity concerns among faculty members. Some AD's believe they should be able to decide who must participate in the program. This undermines the institutional commitment to faculty growth and community, as well as academic excellence. Condon et al. (2016), in reflecting on the purposes of faculty development, note that, "an understanding of effective teaching in higher education must include a view of faculty learning and institutional conditions that encourage and support it" (p.3). AD's will not want to be viewed as not caring about teaching. Hence, the tension between development of people and, fiscal management must be mitigated for new faculty to unreservedly take up their new role.

New faculty members are discipline experts. Some have risen to a prominent level in their field and added graduate level educational credentials to their resume. In joining the college, they are embarking upon a journey to fulfill a new role. The faculty development team attempts to celebrate and build upon accomplishments, recognizing the value the individual brings to the institution. Collegial and developmental cultures embrace relationships and community, and underscore personal growth (Bergquist & Pawlak, 2008). If the implicit value is teaching excellence, then CTL must manage the human resources to reinforce this goal. Respecting the needs and employing the talents of new faculty can energize the program, empower the faculty, and minimize additional resource strain. Bolman and Gallos (2011) remind us that successful academic leaders,

"create caring and productive campus environments that channel talent and encourage cooperation" (p.11). Academic and teaching excellence does not and cannot happen when key team members feel disempowered and devalued. When one's ideas are reflected in the program he/she is more likely to fully engage and embrace the process.

**Experienced faculty members.** Currently experienced faculty members have little role in the program for new faculty. To build capacity (Toma, 2010), community (Wegner, 2006), and effectively use resources, consideration must be given to how experienced faculty can be engaged with the program for new faculty. Formal mentoring, communities of practice, and workshop facilitation, are three potential opportunities for experienced faculty members to be engaged. Encouraging the involvement of experienced faculty in the development and delivery of the program for new faculty will help to ease the human capital strain in the CTL.

**Communities of Practice.** Communities of practice (Wegner, 2000, 2006) are groups that intentionally come together to learn and explore in specific areas. Traditionally they are face to face however, technology today can support both synchronous and asynchronous group discussion (Garrison, 2011). Communities of practice offer opportunities to construct knowledge, problem solve, inquire and, reflect (Banasik & Dean, 2015; Booth & Kellogg, 2015; Cox, 2004). Having a place to make meaning of one's experience, learn from and with colleagues and explore one's new role can complement and reinforce the curriculum of the broader faculty learning program (Cuddapah & Clayton, 2011). It may also help to minimize financial and human resource strains.

**Financial Resources**

In times of fiscal restraint all programs are asked to streamline; faculty development programs at this college are no exception. The CTL does not generate funds nor does it receive funding in the manner that academic programs do. It must rely on the central institutional resources for its funding. As such, departmental funds are precarious and potentially at the discretion of others with little knowledge of the department. Core resources (i.e. designated training room) and additional human resources are consistently out of reach. The CTL management must continue to keep the program for new faculty at the forefront of discussions, tying it directly to the mission of the institution, so as not to lose funds. The faculty development team must ensure the added value of the program so that it is never in doubt. Building relationships will open dialogue and can work to support collaboration and teamwork with academic programs, helping to alleviate financial burdens. If the CTL management is transparent about the budget with the team, the collective may be able to generate possible efficiencies. Keeping foundational elements hidden fosters distrust, breeds assumptions and feelings of powerlessness (Bolman & Gallos, 2011). Being open about the budget will help to strengthen the team, and demonstrate accountability and respect.

**Political environment.** Currently decisions regarding program structure, policy and core content are made centrally, by senior administrators. Bolman and Deal (2013) recognize this tight control as an over-bounded system. This contributes to discontent and conflict as both middle managers and new faculty wonder why they cannot make key decisions themselves. The challenge of the OIP, is how to shift the power to a more decentralized model while managing resources and meeting the needs of the people. A clear vision and strategy for achieving the vision will enable the transition of some power.

**Physical and Technological Resources**

Growth in programs and student numbers have driven the need for increased faculty members. Each year program projections help to facilitate an understanding of the numbers of new hires. This information helps with planning of the program. The increase in new faculty has grown more rapidly than the physical infrastructure hence, the faculty development team is often left scrambling for rooms to hold the program in. Current systems will not allow scheduling of classrooms to happen until after all programs and courses for students have occurred. The faculty development team has requested a designated room for training with no success to date. If the program to support learning of new faculty is important, and the mission of the institution is academic excellence, then a mechanism to ensure adequate space for learning and support in a timely manner must be found. Team leadership, collaboration across programs and communities of practice may be mechanisms to overcome this challenge. The collective may be aware of possibilities that are not known to the faculty development team. Self-directed learning and choice from other institutional professional learning offerings may be another way. Senior management must be open to ideas generated by the group.

New thinking about program structure is needed to maximize efficient use of resources. Technological resources must be reconsidered as a means to support learning, particularly self-directed learning opportunities. Faculty members are expected to use the learning management system in their classrooms. An effective way to master a system is to use it in multiple roles; in this case, as teacher and student. If the program for new faculty embraced technology further they may be able to mitigate some of the resource challenges. However, the structure and culture of a program must align

(Bolman & Deal, 2013; Kezar & Eckel, 2002; Schein, 2016); care must be taken so as not to entirely lose the social element critical for meaningful adult learning (Leiberman & Mace, 2009; Merriam, 2008; Wenger, 2006). Online communities of practice may assist here (Garrison, 2011). An exploration of how technology may be considered as a tool to leverage learning and build community must occur.

**Scope of Change Initiative**

As has been presented, the current program structure and departmental culture are not meeting the needs and mandate of the program for new faculty. The change process for this OIP will focus on the structure of the program to enhance the environment and socialization process of new faculty learning. To do this the underlying values and assumptions of the academic and CTL leaders, toward the role of faculty learning and the faculty development team, must be addressed. It is the hope of this author that in uncovering assumptions about the program for new faculty, the needs of academic programs, beliefs about teaching competencies, academic excellence, and the role of faculty to determine their own path, that new learning will take place and a shift in culture will occur. The gap analysis (see Figure 2.3) depicts the current program and the proposed program. The scope of this initiative lies in the middle: what approach will enable sustainable program change, help to shift power, build community and capacity, utilize available resources, and recognize the talents of the people while ensuring development of competencies and institutional congruence?

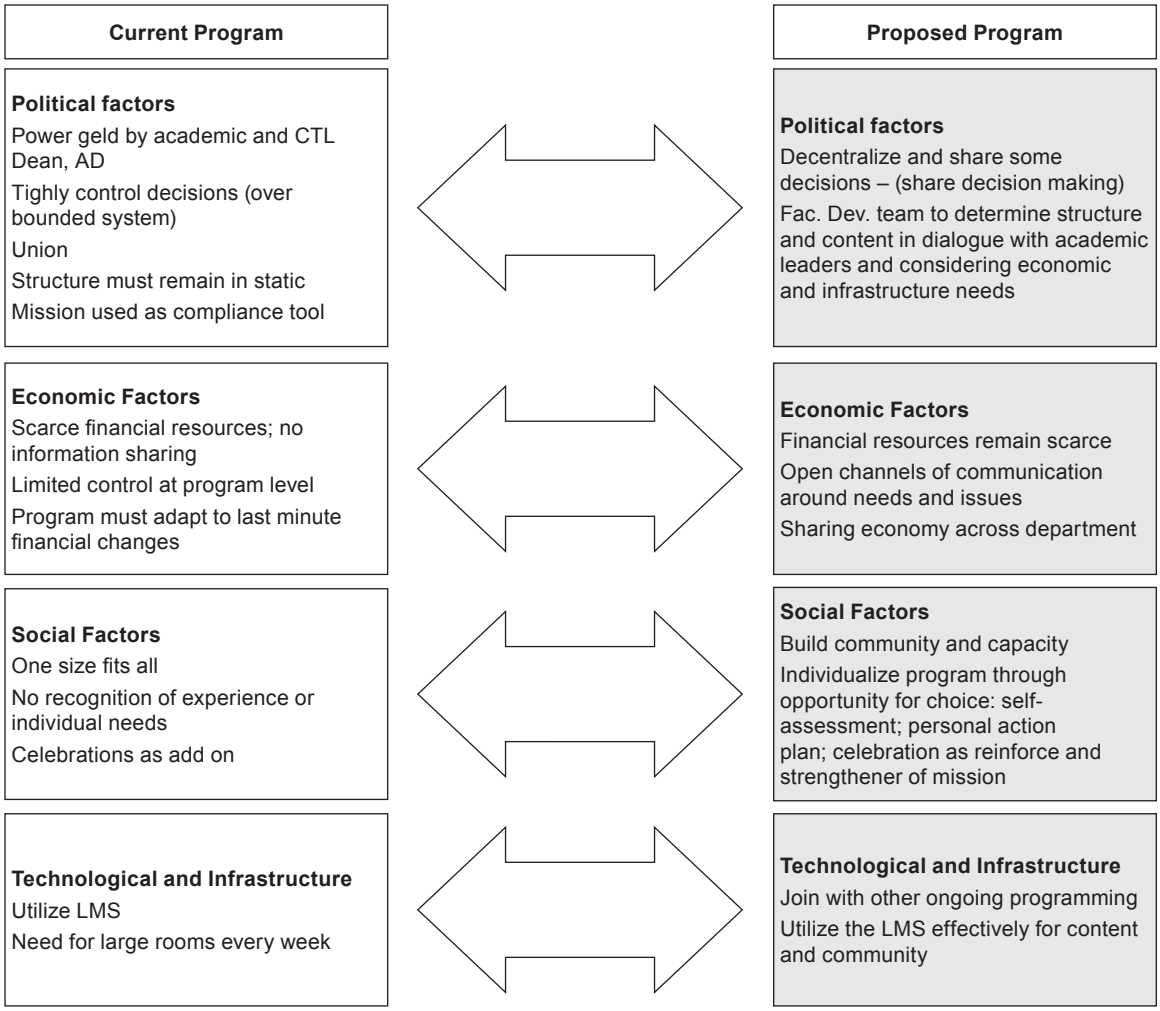


**Figure 2.3.** Gap Analysis of CTL program for new faculty. This figure illustrates the scope of change needed across four areas.

## Possible Solutions to Address the Problem of Practice

As noted earlier, this problem calls for change in program structure and a shift in the mindset of academic leaders. The literature is clear: opportunity for new faculty to come together to learn about the institution, their new role and teaching, is important to their success (Fink, 1992; Gibbs & Coffey, 2000; Heinrich, 2013; Kreber, 2010; Merriam et al., 2007). It is essential this occurs in a supportive environment and culture that values teaching and learning (Heinrich, 2013; Sorcinelli et al., 2006; Weimer, 2010). Further, adult learning theory requires that experiences be meaningful, that climate is

positive and conducive to learning, and opportunity for choice is present to respect the learners need to plan for themselves. Given the positive link between effective teaching and student learning (Condon et al., 2016) an effective program that supports new faculty is crucial to the institution. To advance this problem of practice, these ideas will be raised with the community of inquiry. Three projected structures, presented here, will be tabled as a starting point for discussion and review; the outcome will be a result of the consultative process. Potential solution number one is to keep the status quo, number two is a large-scale structural and content change and solution three explores blended delivery. Each option presents opportunities for the college in question and suggests decisions for consideration by the group. Figure 2.4 provides an overview of the three workable solutions.

| Possible solution one: Status quo | Possible solution two: Complete program change | Possible solution three: Blended delivery model |
|---|---|---|
| • **Time:**<br>  • program remains at 2 years<br>• **Content:**<br>  • current structure remains with standardized content - decided by CTL - one size fits all<br>• **Financial:**<br>  • stable financial commitment - new hires are budgeted for within Faculty and HR<br>  • Annual institutional committment deciding factor<br>• **Human and Physical Resources:**<br>  • secondment model remians - limited budget implication<br>  • AD/Dean remain in control of faculty time<br>  • technological, physical space, infrastructure remains unchanged<br>• **Risks:**<br>  • continued and ongoing resentment of new faculty<br>  • inability to strenghten institutional capacity and growth<br>  • limits opportunity for community and leadership among mid career faculty<br>  • potential increase in inequity with continuued varience in faculty expectations , responsibilties, understanding of academic excellence<br>• **Opportunity:**<br>  • larger institutional change can occur with lless disruption | • **Time:**<br>  • program remains at 2 years<br>• **Content:**<br>  • content reflects personal goals and action plan of faculty member based on self assessment, program initiatives as well as institutional criteria<br>• **Financial:**<br>  • Stable financial commitment in CTL; potentiahl overall decrease as faculty development resources may be used in more initiatives<br>  • Small increase in financial committment from programs and Faculties<br>• **Human and Physical Resources:**<br>  • secondment model remains; addition of experienced and mid career faculty, decreasing human resource commitment from CTL;<br>  • technological, physical space, infrastructure remains largely unchanged<br>• **Risks:**<br>  • inability to manage due to too much change at institution<br>  • alienating AD, Dean if new thinking does not happen<br>  • difficulty in achieving action plans and deep learning in compressed time - may be too ambitious<br>• **Opportunity:**<br>  • leader in programming for new faculty | • **Time:**<br>  • program remains at 2 years; potential for shortened time alotment<br>• **Content:**<br>  • content reflects personal goals and action plan of faculty member based on self assessment, program initiatives as well as standard, institutional criteria<br>  • structure of content delivery is changed with online modules to be completed; faculty come together in CoP and small groups<br>• **Financial:**<br>  • potential increase in upfront costs<br>• **Human and Physical Resources:**<br>  • addition of expereinced and mid career faculty; secondment model can remain; shared human resources amongst CTL units and academic faculties<br>  • decrease in physical space needed; potential increase in technological capacity and resources; shared resources across institutions<br>• **Risks:**<br>  • potential decrease in community<br>• **Opportunity:**<br>  • best of both worlds - foundational content included ensuring baseline with addition of choice and multiple means of engagement |

**Figure 2.4.** Three potential solutions. This figure details the elements of three possible solutions that will facilitate the conversation regarding structural change.

**Possible Solution One: Status Quo**

Keeping the program for newly hired faculty as it is currently structured is a possibility. This option limits the disruption and pace of further change at this college and requires only the regular annual adjustment in time, financial, human, and physical resources. This option ensures a minimum standard is met; faculty remain in their cohort and meet regularly with their large group to address teaching techniques and institutional responsibilities and expectations. Core content is covered. Institutional culture remains steadfast.

There is merit in considering this option. Currently, the amount and pace of change already occurring at the institution impedes any impetus for change. Too much change, too quickly is difficult for stakeholders to manage (Schein, 2016). The status quo buys some time for things to settle. On the other hand, no change to the program contradicts the future-forward goals and intentions of this institution, noted in chapter one, and risks the continued growing resentment and dissatisfaction from the newest members of the college community. The status quo provides some momentary calm but sets the stage for a future turbulence.

**Possible Solution Two: Complete Program Change**

Solution number two will see the program for new faculty grounded in principles of adult learning (Knowles, 1980; Merriam et al., 2007) with new faculty members taking personal responsibility for their learning, their goals, and their action plans. They will choose from learning opportunities in a variety of content areas representing current and emerging themes including, but not limited to, instructional strategies, technology to support teaching and learning, research and scholarship in teaching, internationalization

of higher education and inclusive curriculum development. Opportunity for institutional onboarding will remain in the first week before classes. At that time, faculty will engage in a process of self-assessment, goal setting and action planning in conjunction with their associate dean. They will be assigned a coach/mentor from faculty development to support their learning throughout the probationary period. The delivery model will apply the three core principles of Universal Design for Learning: it will offer multiple means of engagement, representation, and expression (National Center on Universal Design for Learning, 2014) for all faculty. New faculty will have opportunity for choice in what they learn, how they learn it and how they demonstrate their learning. They will join communities of practice, building their knowledge and network. Experienced faculty will be offered opportunities to share their knowledge and talents through workshop delivery supporting discipline specific, interdisciplinary, learning processes, and communities of practice. These changes have the added benefit of strengthening institutional capacity by sharing the responsibility for learning and support across the institution and broadening the potential content choices. The faculty development team will be able to engage with faculty development for mid-career and experienced faculty as well, a part of their job that has been supressed due to limited resource capacity.

Such a full-scale change will require time upfront to organize before it can be enabled. It will require a commitment to dialogue on the part of CTL leadership, the deans, associate deans, and the union to understand the perspective of and tensions for faculty and within the institution, to appreciate the needs of faculty as self-directed individuals and a self-organizing group and, to value the contributions all can make to the collective. Questions of role, responsibility, accountability, and expectation will need

to be addressed. Komives et al. (2013) asserts that "even if stakeholders disagree on an issue, they should be involved" in the process (p.115). These dialogues will need to start well in advance of any potential change. This will help to shift the mindsets that will help realize the institutional mandate. In addition, this solution will necessitate an institutional commitment to clarifying the meaning and expectations of academic and teaching excellence for this institution so that everyone understands what they are working towards. Supporting documents or artefacts will need to be developed and widely shared as a roadmap to common understanding of key institutional messages which are critical for any change initiative to be successful.

**Possible Solution Three: Blended Delivery Model**

Solution number three explores program delivery including a digital learning component. Select content can be moved to the online environment, utilizing the learning management system. In this model, new faculty become students using the system that they must navigate as a teacher so there is an additional benefit and level of learning. They may learn strategies they had never considered because in a face-to-face environment they never had to. In moving to a blended delivery of the program for new faculty, foundational content will be moved online achieving many of the current outcomes and goals. For accountability purposes, faculty will complete assigned modules or course packs leaving opportunity for personalized learning to occur in both the face to face and online environments (Ko & Rossen, 2010; McQuiggan, 2012; Palloff & Pratt, 1999). Upon completion of mandated modules, faculty complete a self-assessment and define goals and an action plan for themselves. They continue moving forward using the structural format of the complete program change, choosing workshops and communities of practice that meet their learning needs and goals.

A collaboration among smaller southwestern Ontario Colleges has open online modules currently in use in a blended delivery program that may be an exemplar, examined for lessons learned or used to save time and resources. Depending on the synchronicity of the program, faculty may be able to learn at their own pace on their own time honouring some principles of adult learning. In the immediate future, the CTL may need to invest in program development, however, overall, it can realize a huge saving in human and physical resources.

Palloff and Pratt (1999) and Booth and Kellogg (2015) argue that successful outcomes can be achieved in the online learning environment when the idea of community is placed at the centre of the equation. Garrison's (2011) community of inquiry supports this hypothesis as well. While a partial (or full) online delivery model can embrace principles of adult learning by enabling self-direction and pace by the faculty member, it must be acknowledged that the nature of the community changes. The immediacy of a collegial culture is diminished and the character of relationships are different in an online environment. This model removes some of the community suggested in the literature as crucial for deep socially constructed learning (Burbank & Kauchak, 2001; Cuddapah & Clayton, 2011; Heinrich, 2013; Schumann et al., 2013; Wenger, 2000) yet remains important to consider. Community may develop differently in a blended delivery model (more slowly for example). There is no current evidence that quality blended learning opportunities impedes the development of community.

Finally, the mindset of the faculty development team, new faculty members, and administrators, regarding online program delivery, will need to shift from reactionary to progressive if consideration of this new reality is to be embraced. This coupled with new

thinking about the role and responsibility of faculty toward their learning and growth will set the stage of ongoing learning across the organization. Organizational learning will occur alongside new faculty learning.

**Comparative Analysis**

While the community of inquiry will ultimately decide the outcome, a proposed solution is a structural requirement of this OIP. Therefore, recognizing that no solution is perfect and, in keeping with a mindset of continuous improvement and learning, solution number three, blended delivery, is advocated as it will have the greatest positive impact for faculty, the institution, and ultimately the students. Solution one, the status quo, is the most cost efficient as there is little change to the current resource allocations. It also represents a missed opportunity: with many newly hired faculty members, an explicit mission statement that includes academic excellence and a transformative journey underway, the opportunity for growth and new perspectives on the program that are lost. Solution number two, the complete program change, is aspirational and may be enabled over time however, given the amount of change in the institution currently, is not realistic. It may be difficult to find the common ground needed amongst stakeholders to completely shift the program structure. Given that leaders must balance competing interests and priorities, solution two may be the "What's next" (Kouzes & Posner, 2012, p.112) in terms of faculty development for new professors at this institution. Solution number three offers change that will facilitate new thinking, move the program forward and empower the new faculty members.

Excellence is worth the cost of change. A shift in the program structure to partially online will redistribute human and physical resources helping to ensure this

solution is institutionally financially neutral and cost effective. The inclusion of online delivery of core elements saves both human and infrastructure resources. In this model, the faculty development team will model learning by embracing online modules. Administration will be active in the development of the new faculty member through goal setting and action planning. The institution will be able to ensure foundational content is covered and faculty will have a voice in their learning. Institutional commitment remains intact as these new community members will feel included, valued, and respected by the new process and structure. It will build institutional strength through positive relationships, adaptability, responsiveness, and continuous improvement. It will support student learning because of faculty success in the program. The new approach will, over time, strengthen the collegial culture common in academic institutions, open dialogue across hierarchical levels and potentially shift the culture from control and compliance to community and collaboration.

## Leadership Approaches to Change

Aspire College is undergoing a substantive change in its processes, governance, student body and faculty complement. As the transformation continues all members of the college community must come together and adapt to the changes. Schein (2016) reminds us that deep and lasting change requires an openness to new ideas and time to work through the change process. Manning (2013) adds that flexibility in application and responsiveness to shifting tides are crucial as well. Hence, a collaborative approach that values the inputs of many can support this new vision of the program for new faculty members. The perspectives of the new faculty members, the administration and the CTL must be considered. Relational leadership practices (Komives et al., 2013) will be needed to support the envisioned change.

## Collaboration

When faced with large tasks the idea of collaboration is appealing; the load is shared. Administration must recognize the value of the team and open the door for decentralized and distributed decision-making. All members of the college community must be afforded the time and space to discuss, share ideas, learn from, and trust each other. When trust exists, stakeholders are more likely to try new ideas (Helstad & Møller, 2013; Komives et al., 2013). Where relationships are at the forefront, trust and respect create conditions for action and collaboration (Helstad & Møller, 2013; Komives et al., 2013). This collaborative approach is a departure from the positional approach toward leadership currently in place yet is necessary to connect new organizational learning to the mission (Kezar, 2005). A program of learning that reinforces excellence in teaching, that offers choice and pathways to further learning, and that recognizes the individual as well as the group can only be fully realized when all community members work together.

**New faculty members.** New faculty members are open to change as they are embarking on a new role and want to be successful (Archer, 2008; Biddle, 1980; Heinrich, 2013). This can be leveraged to help drive the new vision. When considerable time and financial resources are directed toward new stakeholders, leadership would be remiss to turn these participants away too quickly by ignoring their needs. When faculty have opportunity to be engaged in building the culture and community they will exist in, they will embrace their new role and their learning. New faculty members must be recognized as contributing members of the community. A shared approach to leadership, where decisions are made together, within a guiding framework, recognizes this and can inspire change (Komives et al., 2013).

**CTL and faculty development team**. To enhance the institutional capacity, the CTL must work across service and academic units. It must demonstrate principles of partnership that ground collaboration. It must recognize its strengths and nurture its areas of need. A strong CTL can act as a positive change disruptor through visionary thinking; it can act as a bridge between new faculty and their administrators. Kezar and Lester (2011) suggest a number of processes to achieve goals when leading from the middle including group visioning, raising consciousness, creating networks and partnering with key stakeholders and, using data to garner resources. The faculty development team must ensure that the ideals of the new faculty learning program are clearly aligned and articulated within the broader academic mission of the institution in order to navigate power dynamics. By encouraging modest changes, creating networks, obtaining allies and reframing issues (Kezar & Lester, 2011), the faculty development team can build a shared group culture that will begin to shift the thinking and mitigate some of the resistance about the new faculty learning program.

**Experienced faculty members**. Experienced faculty members at AC are a resource that can be recruited to support the new program. Their discipline expertise and teaching experience within the system position them well to build bridges and build the community. Their capacity as role models and mentors can be structured so as to strengthen the community and collaborative processes as well as build individual skills. Accessing their expertise demonstrates value and regard for their contributions to the institution while simultaneously helping to remove barriers and challenges new faculty may face in understanding their new role.

**Academic Administration.** Associate Deans and Deans must learn to embrace the individual within the context of their group. They must consider faculty members as self-organizing and self-determining members of the community who, given opportunity to make decisions regarding their own learning, will bring added value to the program and institution. They must be supported to adopt new thinking and to recognize that change in the program for new faculty will help to support growth and development opportunities for their more experienced faculty, thereby equalizing opportunity. Communities of inquiry can support the new learning that must occur. Formalizing structures for leadership role models and allies will contribute to their growth as well as demonstrate collaborative community processes. As institutional leaders they must work with their partners across the institution to promote learning and enact the mission "by contributing to an organizational culture that promotes learning" (Komives et al., 2013, p. 101).

## Examining Culture

Jawitz (2009) suggests that while communities of practice can support faculty learning, context must also be considered. Institutional culture should be uncovered and explored. This can only occur within a space where learning is expected, conflict is managed and structure is nimble. Schein's (2016) cultural assessment and Tierney's (1988) cultural elements can be used to help the group understand the context and work together to change it. A relational approach that is practiced through communities of learning and distributed leadership can be used to examine the culture and support the elements needed to lead cultural change: openness to new thinking, allocation of resources, recognition of practices and rituals, program structure and design, organization of systems and processes (Schein, 2016).

Komives et al., (2013) posit that relational leadership is process oriented, "purposeful and builds commitment toward positive purposes that are inclusive of people and diverse points of view, empowers those involved, is ethical" (p. 95). It enables a shared vision within an organization by promoting processes of learning; learning about oneself, helping others learn and contributing to a culture of learning (Komives et al., 2103). As such, the CTL, faculty development team and the academic administrators must lead by example. Each must pay attention to what they are hearing and seeing and model collaborative processes to problem solve and learn (Schein, 2016). Questions of purpose (are the goals and commitments from stakeholders clear?), inclusivity (are all the necessary stakeholders involved in discussions?), empowerment (does the process build on strengths?) and ethics (are actions authentic and offered with integrity?) must be addressed in a community (Komives et al., 2013). This will enable a common understanding to emerge, setting the foundation for further exploration of institutional culture.

**Finding Congruence**

The program for new faculty emerged out of a desire for a baseline level of knowledge and skill for industry experts joining the college system. Today it must find its relevance within a system driven by declining resources and increasing market expectations. New faculty joining Aspire College have graduate education as well as industry experience. Acknowledgment of this added value will be demonstrated through a shift in the program. Senior leaders must navigate external and internal pressures to ensure the institution remains viable. Change in new faculty learning program structure and the beliefs that underpin the change will drive the institution forward, helping to meet

ongoing challenges and mandate. The outcome will be beneficial for all: students will have exceptional learning experiences, faculty will feel valued and excited to embrace their new role, CTL will be viewed as a partner rather than a burden and administration will be able to embark on new ideas to keep their programs current and their mission alive.

Chapter three will unite the OIP components previously addressed by exploring strategies for implementation, evaluation processes and a communication plan for the intended change initiative.

# Chapter 3: Implementation, Evaluation, and Communication

The change envisioned for the program for new faculty members at Aspire College is predicated on the understanding that knowledge is socially constructed (Knowles, 1980; Merriam et al., 2007), and change occurs through collaborative processes (Furman, 2011; Komives et al., 2013; Gibbs & Coffey, 2004; Wenger, 2006). Therefore, the implementation of a reimagined program for new faculty is more than simply a structural change. It requires an exploration, by academic administrators and managers, of attitudes, values and beliefs about teaching practices; the expectations of faculty within their first two years of their new role and institutional relationships and responsibilities. With careful use and understanding of the existing data, communities of inquiry/ learning will come together, to dialogue, challenge, and ultimately define the revised program. Through a participative approach, resistance will be reduced, community will be developed and equitable practices will be supported. This chapter will examine the implementation process and plan, evaluation, ethics, and communication strategies to move the change initiative forward. Ultimately, a reimagined program for new faculty will emerge, strengthening the faculty experience, increasing the institutional capacity for learning, and improving student success and satisfaction.

## Change Implementation Plan

### Strategy for Change

Drawing upon the Change Path Model (Cawsey et al., 2016), grassroots leadership (Kezar, 2014), co-creation of values (Schumann et al., 2013), and community of inquiry (Garrison, 2011) deep engagement by all stakeholders, will occur as the first step toward understanding the need for the proposed change. Mento, Jones, and Dirndorfer (2002)

note that tabling the vision of "where we want to be" (p. 49) alongside the current reality will result in a creative tension that can produce new learning. This, coupled with a review of current and evidence informed practices, will set the stage for coalition building, development of allies, negotiation of interests, and agenda setting, to move the initiative forward (Kezar, 2014). Leveraging these strategies toward refinement of the new vision will inform the map of the change process.

**Change Path Model**. Acceleration is the third stage of the Change Path Model (Cawsey et al., 2016). It proposes the engagement and empowering of stakeholders to plan, support, implement, and manage the change process. The values and beliefs of the institution must be unearthed and examined in order to move the change forward. Consistent with the ideas of congruence proposed by Nadler and Tushman (1999), Cawsey et al., (2016) propose assessing the congruence of the values and beliefs with the mission of the institution and the change initiative. This will help to reduce resistance and endorse the core values that will propel the change forward.

**Co-creation of a vision and values.** The Centre for Teaching and Learning (CTL) must make explicit its role as a "catalyst to change" (Schumann et al., 2103) by sharing the value they provide to the institution and the service to the faculty. They will engage directly with the academic managers, with whom, as noted in Chapter one, there is tension. When academic managers (i.e., deans, associate deans, directors, and managers) are aware of the roles, responsibilities, supports and boundaries of each department, a more fulsome picture of the impact across the institution can be seen and, silos will be softened. This coming together provides administrators with an avenue to share their vision, and concerns, and voice their needs. The beliefs about teaching

and learning that are valued at Aspire College will become explicit. The CTL will also promote its vision and mandate, and share evidence informed effective practices, deepening the institutional understanding of its role, and benefit to the larger community.

Conversations regarding the meaning of academic and teaching excellence, and what the expectations for faculty are, must also occur. Academic managers must have opportunity to explore their role and responsibility toward new faculty hires, as well as their challenges and concerns with the program intended to support new faculty. Opportunity to examine deep-seated and entrenched beliefs may uncover resistance (Kezar, 2014), which will require time to work through. Committing to addressing these issues will set the stage for moving forward as a strong, cohesive group.

The structural change envisioned in the program for new faculty will engage mid-career and experienced faculty in training, mentoring and communities of practice. Therefore, experienced faculty, as grassroots leaders, must also become part of the conversation. Opportunity to voice their perspective about the potential opportunities the new program will offer them will add an important viewpoint. As well, early in the process, the union must be brought into the conversation to prevent any misunderstandings and demonstrate a transparency of process. Taken together, open communication, values exploration and, inclusion of multiple voices will help to mobilize support for the change.

As ideas are explored and values are shared, a vision for the new program will emerge. The new program structure will be accepted because key stakeholders helped to shape it; it will be reframed within the existing context and culturally relevant landscape (Cawsey et al., 2016; Kezar, 2014; Komives et al., 2013; Schein, 2016; Schumann et al.,

2013). There will be clarity about institutional resources and roles as well as program impact and opportunity. Additional initiatives currently under discussion at Aspire College, such as the Scholarship of Teaching and Learning (SoTL) and Communities of Practice and Inquiry, can become embedded into the new program, further moving the institutional goals forward. Adoption of the new program then becomes procedural as the underlying issues have been exposed and addressed. Figure 3.1 adapts The Change Path Model (Cawsey et al., 2016) and stages of grassroots leadership (Kezar, 2014) to present an overview of the change implementation plan for this initiative.

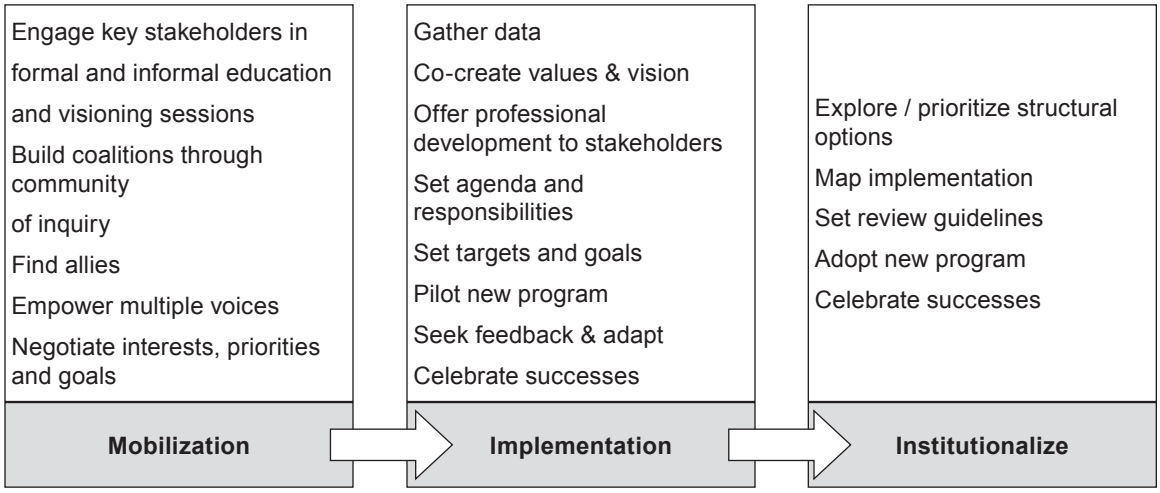


**Figure 3.1.** Overview of the change implementation plan. This figure depicts the integration of grassroots leadership, adapted from Kezar (2014), and elements of The Change Path Model (Cawsey et al., 2016).

Critical to this change initiative is an examination by institutional leaders of their beliefs and attitudes surrounding roles and responsibilities of new faculty members, themselves, and the faculty development program offered to new faculty. Challenging the status quo can result in unforeseen obstacles as values and beliefs are being faced and exposed (Kezar, 2014). By providing professional development opportunities and working together in communities of inquiry and learning, the CTL and the academic managers

can build a program that meets new faculty needs and, administrator and program responsibilities, within the institutional mandate. It will help to minimize inconsistencies and workload equity issues experienced among new faculty cohorts. Multiple means of communication and conversations will enable learning. The building of relationships will assist in supporting resource distribution. Kezar (2014) acknowledges that this process takes time and that relationships and alliances help to support changing attitudes. This shared responsibility toward the new program will help to ensure its success (Kezar, 2014; Komives et al., 2013; Schumann et al., 2013).

A review of the current structure in relation to evidence informed practices and faculty training needs will occur once the broad vision has been agreed upon. This gathering of data will provide an avenue for various stakeholders to further understand and embrace their role in supporting new faculty members and developing the new program structure. Two essential elements for adult learning and continued institutional strength, community and capacity building, are fostered with this approach (Gibbs & Coffey, 2004; Heinrich, 2013; Lancaster et al., 2014; Wegner, 2004).

**Institutional Fit**

As identified in Chapter one, the shifting college environment, differing expectations of faculty, variety of faculty experiences and credentials, present a timely opportunity. Ensuring a core institutional program evolves with the landscape demonstrates a commitment to organizational growth and learning. The outcome of the proposed change plan explicitly and implicitly promotes the institutional mission of academic excellence. Supported by a relational leadership approach, administrators and faculty can come together and share ideas, leading to change that will strengthen teaching

excellence. The model of faculty development for new faculty members currently in place can be reimagined within the context of the strategic mandate agreement and the institutional goals that Aspire College has adopted. This proposed change is a current imperative if the institution is to embrace its fundamental intentions: academic excellence demonstrated through creativity and innovation, in support of student learning.

Academic excellence encompasses teaching excellence. Teaching excellence is supported through faculty training that is current and meaningful (Archer, 2008; Barr & Tagg, 1995, Gibbs & Coffey, 2004). When faculty participating in training feel respected for what they bring to the institution, they will engage fully in the learning process (Gibbs & Coffey, 2004; Heinrich, 2013; Merriam et al., 2007), and more readily adapt to their new role (Biddle, 1980; Kreber, 2010; Samuelowicz & Bain, 2001). The proposed new approach to the program for new faculty members is expected to lead to improved student outcomes (Lancaster et al., 2014; Light et al., 2009; Merriam & Bierema, 2014) satisfied faculty members (Kreber, 2010; Korthagen, 2010), and steady faculty-associate dean-union relations (Heinrich, 2013). Connecting to the mission of excellence will help to mitigate current tensions amongst and across different groups as there will be a common thread that binds the groups.

In addition to new faculty members and their academic managers, mid-career and experienced faculty members benefit. The proposed new program, using communities of learners and shared expertise, offers leadership opportunities for experienced faculty. In working with the Centre for Teaching and Learning, experienced faculty have the prospect of new learning, renewed energy towards teaching and service to the larger institutional community. This opportunity can build institutional capacity across

faculties and programs. Organizational collaboration, necessary to build a collegial culture and navigate various networks, is supported when members across disciplines and hierarchical levels can work together towards a common goal (Komives et al., 2013; Mårtensson, Roxå, & Olsson, 2011; Wegner; 2006). Figure 3.2 depicts a representation of a new organizational structure that brings institutional actors from various levels together for the priorities set out in the proposed plan. A departure from the traditional hierarchy; this shared approach will support institutional learning across levels.

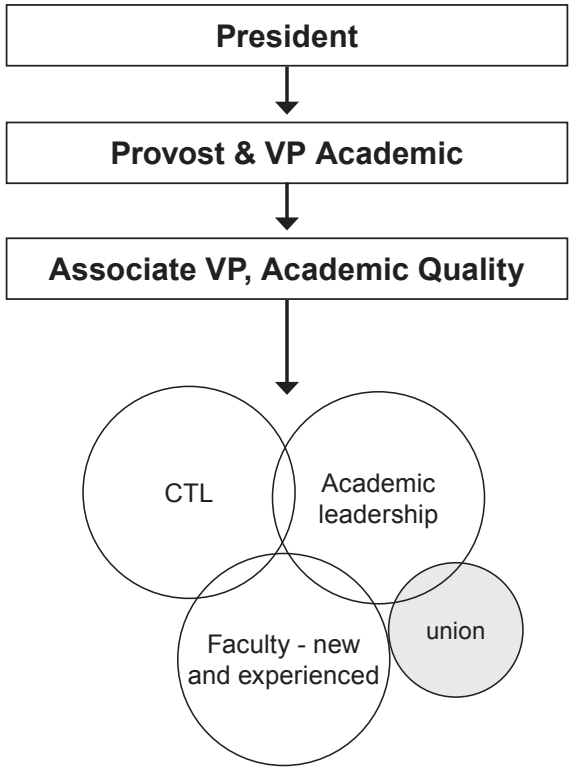


**Figure 3.2.** Shared leadership organizational structure. This figure demonstrates the proposed change in organizational structure decision making by engaging various levels and stakeholders the to move this initiative forward.

## Managing the Transition

**Trust.** Change that enlists multiple perspectives from various stakeholders requires a leader who can "generate confidence about the viability of the initiative" (Cawsey et al., 2016, p. 319) and build trusting relationships across the institution (Kezar, 2014; Komives et al., 2013). Helstad and Møller (2013) remind us that relationships don't just happen. Trust must be developed as it creates the conditions for collaboration and action. Initiating change from within requires existing relationships to build upon. Trust will be created from those relationships through opportunities to dialogue and address controversy in small and larger groups, across roles and within roles. It will be reinforced

through collegial gatherings that have both focus and are celebratory. It will be promoted through processes that support consensus building presented at workshops. The time needed to build trust must be acknowledged.

In *How Colleges Change*, Kezar (2014) identifies agency of leadership as another component to shepherding change within any shared leadership proposition. The voice of all team members must be heard and the information needed to make decisions must be accessible to all. Therefore, focus groups, surveys and committee work will be some of the tools used to ensure multiple voices are heard. As a member of the faculty development team, with history at Aspire College, this change agent will leverage relationships to build the team that will share in the decision-making and change process.

**Community of inquiry**. Garrison's (2011) community of inquiry framework, calls for groups that will come together with "specific purposes for facilitating, constructing and validating understanding" (Garrison, 2011, p. 20) to set the course of change. While originally advocated for a blended learning environment, this framework builds upon traditional communities of practice and broadens the scope to ensure participation across time and place. This community of learners will be charged with addressing questions and working through challenges and potential resistance. Authentic inclusion in the process (Barnett, 2011) will occur as representative voices from each stakeholder group will be part of the community. Utilizing traditional facilitation, brainstorming, storyboarding and ideation strategies, the group will question, share, and ultimately cultivate the description of teaching excellence for Aspire College. In doing so, teaching practices and competencies become public, documented, accountable and collegial (Roxå, Olsson, & Mårtensson, 2008). In revealing the goal, the resources

needed to achieve it become overt (Black & Gregerson, 2002). While this 'significant network' (Roxå et al., 2008) is not typical of the institution, it will increase the strength of the stakeholders and serve as a symbol of working together across the institution toward the shared value of academic and teaching excellence. This approach has the added benefit of, in the long term, strengthening the cohesion between programs, and across service and academic groups, for future endeavors.

**Supports and resources.** Day et al. (2006) recognize that when leadership is shared, managing transitions will take time. Questions relating to values, attitudes, and beliefs about roles and procedures will need to be addressed. It is essential for voices to be heard. New learning should be allowed to settle. New processes will require an adjustment period. The Centre for Teaching and Learning must draw upon its network inside the department and across the institution to champion the initiative and bring committed people together to be involved. Through regular 'community' meetings, stakeholders will explore financial implications: what are the personnel and budget costs if experienced faculty engage as mentors, facilitators, or community of practice leaders in the new program? Are there additional costs to utilize technology? As numbers of new faculty continue to grow and the college environment continues to shift and change, the community of leaders are obliged to acknowledge the potential pressure on all resources. A budget that considers the cost of delivering the new program by CTL and experienced faculty members as well as infrastructure expenses will need to be developed. Kezar (2014) reminds us of the need to be flexible and creative when garnering scarce resources.

Once a possible structure for the new program has been set, workloads and budgets will be adjusted as needed. Timing within the budget cycle must be ensured so

that appropriate money can be earmarked. Institutional resources such as facilities and technology must be allocated to both the CTL and academic faculties as needed. Once key resource issues are attended to, implementation timelines will be determined and milestones will be identified.

**Rewards**. Black and Gregerson (2002) note that rewards are important throughout the change process and must be delivered along the way. The creation of institutional relevance and commonality (Barnett, 2011) as well as the co-creation of shared values that can be nuanced by discipline (Schumann et al., 2013) are starting points for reward and celebration. The group that gave of their time and energy to provide the framework and ideas for the reimagined program must be appreciated and celebrated. Positive faculty engagement in the new program and other institutional activities, intentional experimentation in their classrooms and growth in self-confidence are returns. Faculty opportunity to share their successes and additional steps toward new thinking and behaving will emerge and must be honored to keep the momentum going (Kezar, 2014; Komives et al., 2013; Schein, 2016).

**Potential Implementation Issues**

Weaving the elements of changing mindsets, institutional culture, differing expectations, and a new program structure together can pose challenges. As noted, a variety of stakeholders must have their voice represented. As change is disruptive, those affected by the proposition may be worried about what they will lose, what their new role or responsibility will mean, what the budget and resource implications may be (Kezar, 2014). These concerns can derail the process if not addressed with open and ongoing communication, possible professional development, and a supportive network (Cawsey

et al., 2016; Garrison, 2011; Kezar, 2014). Continuation of the learning communities and other forums to address the concerns must occur.

**People**. Initially, there may be opposition by some administrators to come together and engage in the process. It may be believed that difficult to change situations are better left alone. This resistance must be understood and navigated so that robust dialogue can occur. To engage with a change proposition, people need to have a sense of what in it is good for them and how it will support their role. Connecting the change process and product directly to the institutional mission will help to minimize this resistance. Without significant conversations and willingness to learn and grow, this change initiative may not gain traction, leaving the program for new faculty behind evidence informed practices and leaving many new faculty members, indifferent at the beginning of their new role.

As noted, awareness of the tone of the union and the relationship between the union and management will be important to monitor. If faculty are dissatisfied, the union will be dissatisfied; if management desires changes that are seen to negatively impact faculty engaged in the learning program, the union may protest. This change agent must frame the issue to meet the needs of the all stakeholders (Bolman & Deal, 2013) and continuously thread the common elements of academic excellence together, through multiple means of communication, to continue to progress (Kezar, 2014).

**Program structure**. There may be disagreement as to the structure of the new iteration of the program, causing the process to stall midway. When too much change is asked of people and programs (Schein, 2016) and/or there is a history of ineffective or unfinished change (Kezar, 2014; Schein, 2016), then any concern can be reason for delay.

Currently, there are some hints that disagreement exists about the nature of, and need for, a program for new faculty. Awareness of this will help to ensure this dynamic does not take hold. To prevent immobilization from occurring, this change agent will enlist allies and work with the academic managers to cultivate their appreciation and understanding of a new approach. Highlighting the actions of and engaging with influential allies, who are supportive of the proposed change, to find solutions to potential challenges, will keep momentum moving forward (Kotter, 1996). Recognition that this change process is not linear and may require circling back with individual or small groups, to revisit and deconstruct issues, or reiterate principles, will be important as well. At each step the group must be brought to a place of common understanding, and shared responsibility in order to keep moving forward (Auster, Wylie, & Valente, 2005; Cawsey et al., 2016; Komives et al., 2013; Reed, 2007).

**Institution**. As indicated earlier, Aspire College is on a journey to become a new kind of institution for Ontario. As such, the institutional priorities may shift while it is 'finding its feet' and obstacles "will emerge throughout the implementation stage on an ongoing basis as the change unfolds" (Kezar, 2014, p. 174). While out of the direct control of this change agent, awareness of this possibility is key to finding a way to adapt, as necessary, or, stay the course for the short term to see how this change initiative can exist within a fluid reality.

In times of austerity everyone is asked to do more. When a change initiative becomes a cumbersome and additional piece of work, or when multiple demands are placed on few people, new ideas are less likely to be executed. From the beginning, this initiative must be a priority for its stakeholder groups. Its value-add must be

acknowledged – by faculty members, and administrators. Reiterating how the institutional mission of academic excellence is central to the initiative will help to minimize the impact of new obstacles. Reinforcing a culture of learning, within a growth mindset (Dweck, 2008), will help to ensure that "the change process becomes part of the normal workings of the campus" (Kezar, 2014, p. 175) and take root, safeguarding against stagnation.

**Benchmarks and Milestones**

Throughout the change process attention will be paid to short, medium, and longer-term goals and milestones. A key initial milestone will be the development and participation of the community of learners working group. The coming together of this group, as a community of inquiry, represents the development of partnerships toward an integration of people and systems for a common goal (Reed, 2007). This benchmark sets the stage for inclusive decision-making and contextual understanding, two critical elements for mobilization of the idea. Allies and coalition builders, from a variety of areas will emerge throughout this process.

Building on principles of universal design (National Centre on Universal Design for Learning, 2014), andragogy (Knowles, 1980), and the institutional mission, the group will map the new program structure. This will include core content areas of training, where and how choice will be afforded to new faculty, how experienced faculty will be included, and what the deliverables will be. Agreement on the revised structure and content will be a second milestone. A roll out of the first iteration of the new program will be a mid-range milestone that will be celebrated.

After the initial implementation, feedback will be gathered and changes will be

made. As the program matures, the evaluation tools are solidified and, the players adjust to new responsibilities, institutionalization will occur (Cawsey et al., 2016; Kezar, 2014). Success will be marked by (a) empowered faculty who have agency over and engage willingly in their learning, (b) collaborative relationships across departments working to support faculty and programs and, (c) ongoing student satisfaction and success. Faculty deliverables will be celebrated at the annual internal conference. Looking to the future, engaging in research about the new program will support the forthcoming SoTL initiative and continue to position the program in an academic culture and language the institution understands (Kezar, 2014).

**Limitations**

A lack of engagement, commitment and/or follow through from all partners in this initiative is a potential challenge. Without a desire or vision for change, beyond this change agent or the faculty development team, a new approach to this program will not be possible. Aspire College is already on a journey requiring substantial change across the institution. Therefore, the scope of this initiative may not be a priority as there may not be appetite for further change at this time. Either or both reactions may be due to what Thundiyil, Chiaburu, Oh, Banks, and Peng (2015) refer to as change cynicism: a pessimistic and skeptical attitude about the success of a specific change initiative.

The leadership approach advocated here may not be accepted within the traditional hierarchical structure, posing a significant limitation of this OIP. Maintaining a collective approach is important as it demonstrates regard for multiple perspectives, recognizes the self-organizing nature of adult learners and models an approach expected in the applied learning environments found on campus. If this occurs, this change agent

will need to embrace a long-term view while continuing to keep the idea at the forefront through ongoing dialogue, communities of learners and credible champions who can align the idea with broader goals, and advocate for change when the opportunity arises. In the short term, smaller ways to shift the program and keep the conversation alive, while staying within current parameters, must be considered.

## Change Process Monitoring and Evaluation

Bryk's (2105) improvement paradigm presents a model for thinking about, and evaluating change. Recognizing the complexity of educational change, he asserts the need for "educators [to] collaborate in the systematic development and testing of changes" (p 473). Using 'networked communities' who can respond to "issues of task and organizational complexity" (Bryk, 2015, p. 473) he advocates a process that engages educators to "learn fast in order to implement well" (p. 474). In doing so, educational leaders can capitalize on successes while valuing the uniqueness of their context. This paradigm is worthy of consideration for this initiative. Drawing upon the strength(s) of community and utilizing processes of facilitation, construction and validation of knowledge advocated by Garrison (2011) to develop practice based evidence (Bryk, 2015), an improved program for new faculty is achievable. The Plan, Do, Study, Act (PDSA) model (Moen & Norman, 2009), as an iterative process, can be employed to map a path toward realization of this goal.

The plan for this change will be developed by the academic leadership community that has come together. Through their inquiry, experiences, needs and vision, elements of the new program will be outlined. Ensuring processes, roles, and resources are in place and program needs are addressed, a timeline will be set and a first iteration of the

program will ensue. The program will be refined (Bryk, 2015) and modifications will be implemented as a result of program assessment and feedback.

**Monitor, Assess and Evaluate**

There are two components at play for this change initiative: the learning processes involved to enable planning for the change, and the structural program change being advocated. The intention of a shared approach to leading this change is to provide a program that will form the foundation of teaching practices for new faculty, accept that faculty voice in their developmental path is crucial thereby shifting the narrative about faculty learning, the role of the faculty development program and, to develop strong partnerships that will strengthen the institution on its journey. Multiple data sources, from across levels in the institution will be required to assess and evaluate the change.

**Process assessment.** To monitor and assess the first component, the learning processes that occurred throughout the mobilization stage will be reflected upon individually and collectively by academic leaders involved. Pre and post change data gathering will occur through specific focus groups, informal dialogue, and confidential surveys. Did new learning occur in the community of inquiry? Were thoughts, feelings and ideas integrated into new practices? What actions maximized the resources and benefits for the group? Were additional benefits accrued and, if so, how might they be leveraged moving forward? What still needs to happen? How will the learning and support continue? These are some of the questions that will be explored. Indicators of change will be evidenced through, for example, positive attitudes towards new faculty as self-organizing learners, creation of values and expectations toward the new program, and decreased cynicism about the potential for growth and change.

Throughout the process, the CTL and faculty development team will examine whether the driving forces identified in the force field analysis were strengthened enough to shift behaviours away from the status quo while the restraining forces were simultaneously decreased (Swanson & Creed, 2014). If not, consideration to where further attention must be paid or clarity assured, must occur. Assessing the process will be beneficial to future and ongoing improvement initiatives and institutional capacity for change.

**Program assessment.** The new faculty development program is intended to acculturate new faculty to their role, provide a baseline of teaching expectations and strategies, build community, and give new faculty a voice in their learning. Some in the institution see the current program as a hallmark of faculty development program offerings. Therefore, before moving forward with change, recognition of what is working well must occur. This, coupled with the anecdotal feedback currently available will be used to ground the direction for change and help to clarify the specific areas that need to change.

For a program of faculty development to be meaningfully assessed it must go beyond participant attendance and satisfaction (Fink, 2013); institutional purposes, student learning, and the activities and structure of the program itself must be considered. Hargreaves, Boyle, and Harris (2014) agree with the importance of meaningful metrics adding, that to move an institution forward, data must be used "to stimulate collective discussion and responsibility about how best to improve" (p. 124). Fink (2013) acknowledges the need for clarity; deciding what, when and for whom an assessment is made will shape the type of assessment. Therefore, formative feedback will be sought throughout the development of, and during, the program itself.

The new program will employ structured feedback processes to assess four areas: professor growth and confidence, student satisfaction, engagement with institutional activities, and the effectiveness of the faculty development department. Additionally, summative evaluations will take place to measure impact on teaching practice, program resources, capacity building, as well as student learning and engagement. Bryk (2015) recommends looking for "evidence to help discern whether specific changes attempted are actually improvements" (p 475). All stakeholders can be surveyed to address this question. As this program involves a significant investment of resources, the entire program must be assessed to demonstrate return on investment (Fink, 2013). Figure 3.3 represents the goals, strategy and assessment processes to be considered.

The community of academic leaders, charged with reimaging the program and processes, will identify the specific tools (e.g., surveys, self-assessment, interviews, focus groups, etc.), timelines (i.e., pre, beginning, mid and after completion) and focus of each assessment aimed at moving in the desired direction. This will help to maintain the involvement of the broader community, beyond initial discussions. Faculty identification of confidence in trying new techniques, student engagement in learning processes and a decrease in student complaints or appeals will be some indicators of success.

| | **Mobilization Strategy & Assessment Processes** | **Implementation Strategy & Assessment Processes** | **Institutionalization Strategy & Assessment Processes** |
|---|---|---|---|
| **Goals of Process**<br>New learning/Mindset<br>Build community<br>Explore structural change options<br>Identify resources | Survey re: goal achievement<br>- new learning and community development<br>Review literature and environmental scan for evidence of need for change<br>Clarify and define goals, scope, and data collection<br>Set resource allocation targets to move forward | Program review of new structure – use institutional prog. review processes<br>Audit new resource allocation - calculate impact on TCH, technology, budgets<br>Ongoing engagement of community of inquiry | SoTL<br>Share successes and celebrate<br>Maintenance of community of inquiry/ learners |
| **Goals - New Program**<br>Share resources<br>Faculty agency - choice in learning; self-assess, set goals<br>Effective faculty use of learning strategies and adjustment to new role | Facilitated dialogue and learning in community re: goals and expectations and resources as means to generate ideas and consensus<br>Exploration of tools re: self – assessment; confidence survey; TPI.<br>Identify leading and lagging indicators of engagement<br>Engage experienced faculty | Evaluate efficiencies across people, technology, physical space, finances<br>Track teacher involvement and engagement with new methodologies; confidence survey<br>Measure impact on teaching practice by AD observations, student survey, faculty reflection<br>Seek feedback from experienced faculty<br>Share successes and celebrate | SoTL<br>Modify/adjust structural elements as per feedback<br>Identify number of student complaints/ appeals, faculty grievances/resistance |
| **Learning Outcomes for New Faculty**<br>Identify areas for growth<br>Create a plan for learning<br>Develop a teaching and learning portfolio<br>Engage with colleagues and institution | Articulate expectations of new faculty<br>Ensure tools available | Gather feedback on CoP and variety of options for learning available<br>Survey faculty re: achievement of goals<br>Reflective practices implemented<br>Development of portfolio<br>Share learning and expertise in variety of formats across institution | Ongoing engagement with effective teaching and learning practices<br>SoTL<br>Increase institutional celebrations of teaching and learning |

**Figure 3.3.** Goals, Strategies, and Assessment Processes. This chart represents the program and process goals, change stages and assessment processes of the proposed new program..

**Refinement of plans.** At the start of the process, the original program will be thoroughly reviewed within the context of the institution, an environmental scan and evidence informed practices. As the reimagined program structure is developed, it will be mapped against the original to see where there are gaps and where there is convergence that may be leveraged. Recognizing that few programs materialize exactly as envisioned, a willingness to engage in refinements based on feedback at, various stages, will need to occur. Development of the new program will be an iterative process: plan, implement, seek feedback, and revise. For example, during mobilization the faculty development team and CTL will gather baseline data, through survey, to understand beliefs about teaching, responsibility of the CTL and faculty development, and commitment to the program. This baseline will be used to understand the degree of change in attitudes and beliefs. A summative assessment will then be initiated to measure the change. This information will also be used to shape the structure of the program. Similarly, faculty will complete a self-assessment and confidence survey to set a baseline for their learning and action plans. Surveys, reflections, and feedback help to measure growth and change. Refinement offers an opportunity to reaffirm the core values of the change and the institution throughout the process (Cawsey et al., 2016).

## Leadership Ethics and Organizational Change

Aspire College is a community which can, because of its size and informal connectedness, tackle contextual issues such as the problem of practice identified in this OIP. Furman (2004) recognizes that an ethic of community centres on the communal, rather than the individual (p. 215). Community, coupled with connectedness resulting from relationships, are elemental to the work of schools and school leadership (Frick &

Frick, 2010). Without either, the goals of education are more difficult to achieve. Starratt (1991) reminds us that educators and administrators must find a means "to construct an environment in which education can take place ethically" (p 190). Development and implementation of a program for new faculty must embrace democratic ideals of inclusion, equity and humanity. In making balanced decisions about people and programs (Ehrich, Harris, Klenowski, Smeed, & Spina, 2015), the ethics of community (Furman, 2004), defined as critique, caring, and justice (Ehrich et al., 2105, Starratt, 1991) must exist to ensure ethical practices in an educational setting. Each of these ideas align with the distributed, relational leadership principles and program intentions being advocated.

**Ethic of Critique**

This OIP is proposing an examination of the mindset, practices and structures of a program for new faculty that are either seemingly inequitable or no longer appropriate. As such, open and honest dialogue that addresses structural issues of the current program and the "bureaucratic-mindset" (Starratt, 1991, p. 189) of key stakeholders must be facilitated. Starratt (1991) terms this the ethic of critique; that is, the questioning of institutional structural issues, including power, agency, history, and language, that advantage some over others. Consistent with democratic conditions that support working across differences, the dialogue and debate (Portelli, 2013) being advocated will help to unearth the potential of unethical practices in place. Additionally, the intention to empower faculty through choice and autonomy in the new program will challenge the existing power structure and help to mitigate assumptions that have been made about new faculty. When accountability and responsibility for a program are co-constructed amongst key stakeholders, the ethics of inclusion help to neutralize power imbalances.

Discussions with associate deans, deans, senior administrators, program leaders, and faculty must be structured to discover the areas of potential tension. Courageous questions that dig deep must be addressed. What is the history? Why is it this way? Who benefits from the current structure? Who dominates and who is devalued? How can the system be strengthened to support the faculty member and by extension, the student experience, the institution, and the community? The naming of issues opens the door to understanding current thinking and the impact of that thinking on the program. The process envisioned will ensure responsibilities are shared and stakeholders will be interacting and acting to reach a common goal.

**Ethic of Caring**

Central to this change plan is the ethic of caring (Beckner, 2004; Ehrich et al., 2015; Liu, 2015; Starratt, 1991). The concept of caring attends to the tone or culture of the institution (Liu, 2015; Starratt, 1991) and the communities within that institution. It proposes that the development of knowledge and skills occur within a culture where "personal expressiveness, emotions and empathy" (Solomon, Singer, Campbell, & Allen, 2011, p. 227) are acknowledged. Nurturing the growth of newly hired faculty members, as educators and leaders, and helping them acculturate to their new role, requires attention to the individual. Respect for their work and lived experience, their decisions about their needs and goals must be met with trust, openness, and honesty.

Language and equitable practices set the stage for a culture of caring. An awareness of the impact on new faculty confidence and self-esteem when one credential is privileged over other credentials, or research opportunities are offered to some and not others, and workload variances are evident amongst the cohort are three examples where

care must be applied. An examination of the dynamics and relationships between faculty member, associate dean, dean, and faculty development and digital learning teams can help to illuminate the areas where a climate of caring can be applied.

**Ethic of Responsibility and Justice**

Responsibility, and the consequences of that responsibility, underpins the ethics in this change plan. Kezar (2014) asks leaders to consider whose "interests are being served by a change and who loses out" (p. 207). Beckner (2004) notes educational leaders must consider rights, responsibilities, freedoms and duty within the values at hand. Starratt (1991) raises the question as one of fairness. This change initiative must ensure that both the process and the end product results in equitable practices and responsibilities. Taking into consideration this change agent's responsibilities as a faculty educator, a faculty colleague in the same local union and, a member of a support unit of the college, will be important while working across the college. To whom am I responsible? For whom am I advocating? How will my democratic beliefs impact my opportunities at the college? How will I ensure my voice does not coopt others' voices? Accepting that personal beliefs related to equity may not be possible and reflecting on how I will continue to work through these issues will be supported through engagement with the community of inquiry learners reimagining the program. Cawsey et al. (2016) remind leaders not to "over promise" (p. 319). In opening the dialogues and ensuring transparency in the process, ethical actions during the change process will be promoted.

**Ethic of Community**

The community of learning and inquiry that the leadership group will engage in pulls the ethics of critique, care, and responsibility together. In these groups, there

must be safety to express oneself without reprisal, to share beliefs and attitudes and ask questions freely. There must be opportunity to dissent and to envision the desired change. Furman (2004) suggests that an ethic of community develops from processes that allow for the above-mentioned behaviours to occur. She proposes that community is informed by the ethics of critique, caring and justice and engages in practices that are communal, interpersonal, informed, and equitable, to support participation in working toward common goals. While the end goal is a new program structure, Fullan (1993) acknowledges that "to restructure is not to reculture, but to reculture is to restructure" (p. 131). The beliefs about new teacher learning must therefore be aired and examined. This can only happen when care is taken and there has been opportunity to come together as a community to critique. It is this community that will carry the change forward.

The ethics of this change initiative are what Starratt (1991) refers to as multidimensional (p. 200). The issues are interrelated and call for an "ethical consciousness" (Starratt, 1991, p. 200) that focuses on different elements at different times. In the early stages, the ethic of critique will be paramount as key assumptions are addressed. In building out a program, issues of responsibility and access are vital. The ethics of caring and community envelop the entire initiative. If we accept that educational institutions are intended as places of learning and growth, then the faculty members are due equal opportunity for this. Applying democratic ideals and principles of care to the process and program for new faculty, as it undergoes change, will role model desired values, engender loyalty, and strengthen the institution. Using this program change as an opportunity to engage in "ethical fitness" (Kezar, 2014) and routinely ask questions of the institution will assist in developing nimbleness to confront new issues moving forward.

**Ethical Challenges**

Aspire College has a responsibility to students, faculty, the public, and the government. As it relates to students, faculty must employ teaching practices that are inclusive, evidence informed, effective, learner centered, and aligned with specific disciplines to promote knowledge and ensure 'market readiness'. Additionally, there is a duty to accommodate which assumes an understanding of various learning needs and the ability to address them fluidly and confidentially. This reality has taken up issues of justice and equity for the student. Ensuring faculty are equipped to teach and manage in this environment is one responsibility of faculty development, as well as the individual faculty member. Providing a program that includes learning about accommodations and inclusive curricular design will help to reinforce faculty preparedness. However, deciding if this learning component of the program is to be mandatory is a challenge. Begley and Stefkovich's (2007) question, "What arenas of practice are relevant?" (p. 412) may not be enough. What is the threshold of trust in a faculty members' self-assessment regarding their knowledge of how to navigate this type of learning environment? How will coverage of content be ensured while advocating for choice, individuality, and empowerment? What processes will be put in place to support demonstration of knowledge? Competing institutional and individual values must be continually addressed by all stakeholders. Providing options for how new faculty can demonstrate their knowledge (National Center on Universal Design for Learning, 2014) and adopting a growth mindset (Dweck, 2008) across the institution may reduce this challenge.

The institution, in articulating academic excellence as part of its mission, has a responsibility to support the learning of its faculty and staff as well as its students. The

potential to disregard this responsibility is great. The ethics of democratic principles in education, which are, in part, to support the development of skills through inclusion and choice, pose an additional challenge. Portelli (2013) acknowledges that democracy in education "acknowledges the differences, does not shy away from disagreements, and rather than crushing or hiding disagreements, engages meaningfully with them" (p. 90). Therefore, at the outset, a shared and democratic approach to leadership must be adopted. It provides opportunity for inclusion of many voices and collective control of the new direction (Nevarez et al., 2013). It supports information sharing and organizational justice (Kezar, 2014; Komives et al., 2013). This approach may include training on how to have courageous conversations so that engagement in difficult conversations does not stall or derail the process. Implicit in this approach is the development of relationships, trust and, shared beliefs in the efficacy of the idea (Kezar, 2014; Komives et al., 2013; Nevarez et al., 2013). While representative of an ethic of community, this approach presents a challenge within the hierarchical, exclusive approach common in post-secondary education today.

Finally, accountability to the government must be acknowledged. As noted in Chapter one, Aspire College must work within the strategic mandate agreement it holds with the provincial government. The goal of becoming a new kind of undergraduate institution must be untangled from the goal of academic excellence. The institutional journey is not a political necessity; it is the choice of the current administration. Seeking an undergraduate university designation may support goals stated in the differentiation framework but may undermine student learning, faculty engagement, and program change, in the short term. The change proposition advocated here remains grounded in academic excellence, whether there is an institutional designation change or not. It must

work within the current system and be flexible enough to shift, should the institutional designation change. Full disclosure of the pluses and minuses of the direction must occur (Kezar, 2014) so that trust, communication and co-creation of shared values and goals can occur.

Accepting the multitude of issues and pressures that may create ethical challenges is an ongoing process. The role of leadership in this change initiative is to ensure people are considered, process is managed and policy is just. In keeping the question, whose interests are being served, central to discussions, ethical choices and decisions can be made at each step of the process.

## Change Process Communication Plan

To move this initiative forward clear and fluid communication across multiple channels will be important. The plan must address key questions: what, why, how, when and who. A culture of trust, confidentiality and common good must be established (Kezar, 2005; Kotter & Schlesinger, 2008) to help minimize resistance and to embrace the new direction. Communality must be present to engage with, and ultimately support the ideas of colleagues (Furman, 2004). Champions and allies from each stakeholder group will be solicited (Kotter & Cohen, 2002; Kotter & Schlesinger, 2008) and they will help to communicate the messages. Through processes of dialogue, education, facilitation, and participation (Cawsey et al., 2016; Furman, 2004; Kezar, 2014; Komives et al., 2013; Kotter & Schlesinger, 2008) the drivers for change will be reiterated and, multiple stakeholders will learn about, be engaged in, and champion the initiative.

**What to Communicate**

Mento et al., (2002) suggest bringing clarity to the elements requiring change as the first step toward effective change. In doing so, responsibilities of stakeholders and intentions of the initiative become clear. As noted earlier, a reimaging of the program for new faculty will require: (a) a change in structure, (b) content choice and, (c) a shift in mindset toward both the program of faculty development and the roles and responsibilities of new faculty and the academic manager.

There are three broad messages that must be communicated to ensure all stakeholders are informed. The first message is to ensure an understanding of the intention to provide a progressive program that is in keeping with evidence based practices, acculturates newly hired faculty members to their new role and empowers faculty by giving them voice in their own learning. The second message, articulates the rationale for the change. The third message describes the change in structure, content, and processed that will occur. Recognition of how the intention informs the structure, and how the structure informs the intention must be explicit. The data collected from faculty feedback and environmental scans will inform the decisions of the community of inquirers and their communication plan. All communication will recognize the relationship between the intention, rationale, structure, processes, content, and institutional mission of academic excellence.

**Target Audiences**

As this initiative involves multiple stakeholders throughout the process there are four primary target audiences. Senior administrators including the academic vice president, dean of the CTL and the deans of academic faculties represent one

audience group. Once defined, the dean of the CTL will share the initiative with senior administration, ensuring awareness of the connection between the new program and the institutional agenda. Additionally, this step demonstrates transparency and a willingness to seek ongoing support as this group will have only been peripherally involved in earlier discussions.

The second crucial target audience to be communicated with includes middle level managers including academic and support service associate deans. Utilizing the meeting structure currently in place for associate deans, the new direction will be shared with the larger group at their standing meetings, by their colleagues who were involved in the planning process. This will allow for any questions or outstanding concerns to be raised within a group of connected colleagues. The champions of the initiative can address concerns as an insider, representative voice of this group.

Faculty, both newly hired and experienced, are a third target audience. As members of the college community, new faculty must understand the expectations and deliverables. They must be able to manage their time and they must feel supported in their new role. Experienced faculty will have leadership opportunity in the new structure. They must become aware of these opportunities and the potential they hold.

Human resources and the union, while differing in their agendas, are the fourth target audience. Human resources will need to understand any impact this will have on the hiring process (little is anticipated) and will continue to work with AD's and the CTL to ensure clarity across all sectors of the college. While the union's potential questions and concerns will have been addressed in the planning stage, they will need to stay apprised of progress.

The faculty development team will need to ensure the CTL, as a whole department, is clear and onboard with the change as well. Importantly, collaborative functioning within the department will need to be supported. This must occur before messages move outward to the academic faculties and expectations are set.

The nature of the target audiences reveals that communication paths will need to be vertical and horizontal – upward and outward – to ensure common concerns are addressed and different needs are supported. As current channels of communication are top down, this change in pattern will require transparency, and timeliness in addressing concerns and questions as they arise. Bottom up communication paths can be successful when there is clarity, regular communication, and confidence in the grassroots leaders (Kezar, 2014); and when the ethic of community (Furman, 2004) is embraced.

While each target audience will have opportunity to participate and be included at each stage, the content of the communication will differ to meet specific needs and priorities (Bolman & Deal, 2013). Senior administration will need to know what resources are required, how they are being utilized, and the impact of the new approach on programs. Academic managers, closer to the heart of the change will want to understand the implications for workload and specific resource allocations, as well as outcomes related to student satisfaction. Framing communication to address specific stakeholder priorities will help to minimize challenges. Reiterating the drivers of this initiative will need to occur to keep the change a priority.

**Resistance**

To obtain buy-in, communication strategies must include plans to mitigate resistance. When beliefs are called into question, as anticipated with this initiative, an

opportunity for new learning becomes available (Kezar, 2005; Wenger, 2000). At the same time, resistance appears and vulnerability increases (Kezar, 2005). Care must be taken to not lose the opportunity for the new learning and creative ideas that may emerge. Education will bring awareness to new possibilities and participation in a dialogic process will facilitate acceptance (Furman, 2004; Kezar, 2005; Kotter & Schlesinger, 2008; Mento et al., 2002). Specifically, sharing the research on exemplary program practices and adult learning theory, and aligning these directly to the institutional mission of academic excellence, and proposed structural changes will help to moderate resistance. The community members who initiate the thinking in this change plan may help to minimize resistance as well. Barnett (2011) notes, "when system members feel their voices have been heard they will feel greater inclusion in, and identity with the system as a whole, allowing for system growth and sustainability" (p. 139).

Currently the union is a partner in this program in so much as they do not resist it and accept the level of workload alteration for new faculty. It will be incumbent upon this change agent and the administrative middle to keep the union involved at each step as a proactive means of keeping the positive association. The union must be engaged in the same learning processes as the administrator. Without the union in agreement, any change, even a positive one, will become challenging.

**Tools and Channels for Communicating the Plan**

Guided questions will be used to facilitate discussion in focus groups and communities of inquiry. Through an exploration of challenges and assumptions, the relationship dynamic between faculty and academic manager will be unearthed and a vision of teaching excellence will emerge. This collegial engagement will facilitate

the development of the new program. Stakeholders will come to understand how this initiative supports their work and the positive impact it will have. These conversations will alleviate fears and concerns and create buy-in from academic managers including associate deans and deans.

As issues are understood and concerns addressed, they will be shared back to the larger respective stakeholder groups to ensure ongoing and regular updates. This looping communication pattern will ensure questions are addressed and will help to bring all levels of stakeholders on board. Cawsey et al. (2016) states, "generating stakeholder and decision maker confidence in the viability of the initiative is critical" (p. 319).

Once agreement has been achieved a detailed plan for implementation will be created. Timelines and responsibilities will be outlined. Because broad, underlying concerns will have been addressed during the buy-in phase, the development and communication of an implementation strategy will be relatively straightforward. Academic managers and the faculty development team will, together, communicate the tasks, responsibilities, and overall plan at regular meetings of associate deans, deans, and senior administrators. The learning management system (LMS) will be used to supplement direct communication with faculty cohorts. Informal lunch and learns will be set up to share the ideas with experienced faculty. Stories of change, experiences, and new thinking will be communicated through the weekly newsletter and quarterly blog. There is opportunity for members of the CTL to take up social medial platforms to share the initiative. A variety of mechanisms will be used to ensure a fulsome understanding. Figure 3.4 identifies the participative strategies that will be used during each of the three main stages of the change process.

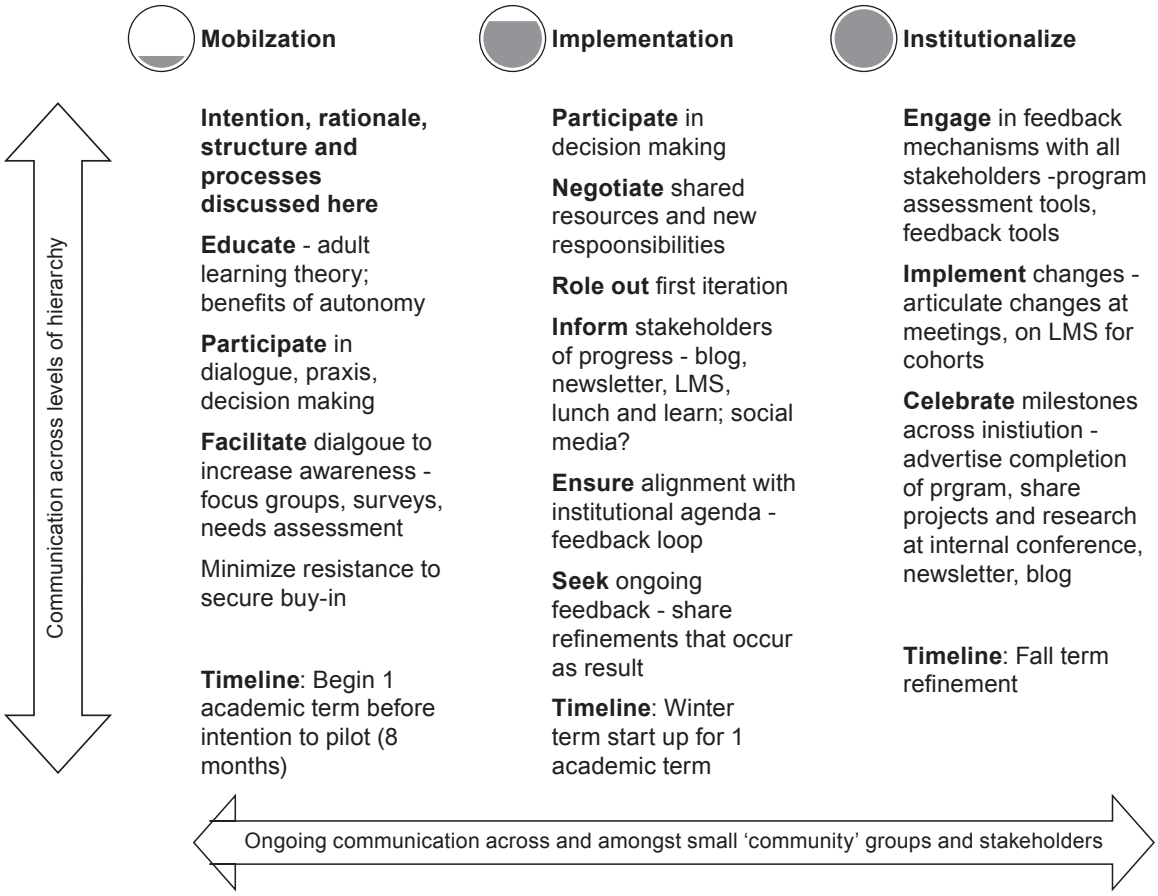


**Figure 3.4.** Change process and communication plan across each stage of the change plan. This figure identifies the vertical and horizontal communication paths and strategies throughout the change initiative.

## Timelines

As the program for new faculty spans two academic years, the revised approach to the program will begin while an earlier iteration of the program is in its final stage. As such, ongoing and clear communication will be vital, so that differences in timing, work load, opportunities or expectations do not get confused when two cohorts are engaged at the same time. Open paths of communication – knowing who to talk to if necessary – are an imperative; academic leaders must be confident they can continue to manage their people and responsibilities appropriately, while different iterations of the program are occurring.

As noted in figure 3.4, the learning and planning stage will take a minimum of eight months. This change agent suggests beginning this process well in advance of the beginning of an academic term so there will be ample time to share and adjust the plan before implementation. Beginning exploration in the spring term would allow ample time for decisions before a roll out of the initial iteration in the January hiring period. Typically, there are fewer new faculty hired at that time. This smaller cohort will provide an opportunity to do a first run through to enable obstacles in the program to be addressed quickly and before a larger cohort joins the college. Additionally, as the previous cohort will still be in their first year, there may be the prospect of sharing learning opportunities. Regular updates will be solicited and shared along throughout the program.

## Next Steps and Future Considerations

Change takes courage, commitment, knowledge, and time. This initiative is an imperative because the increasing number of new faculty hires continues and the context remains complex. Without a shift in the thinking about the program for newly hired faculty members, the institution runs the risk of alienating its newest employees. The sooner difficult questions are addressed; the sooner the culture will begin to shift.

The plan must be communicated in multiple ways, across multiple groups. To move this initiative forward, a formal indication of the goals and intentions must be presented to the associate dean of the CTL. Informal conversations to date indicate this new approach is a possibility. Documentation to inform the process will be gathered. Stakeholders will be apprised and invited to engage in the process once the senior

members of the Centre for Teaching and Learning are fully updated and onboard. As the initiative is tied to the hiring cycle, the communities of leaders will need to decide if a September or January timeline will work best. An initial iteration of the change can happen at that time.

The future holds many opportunities to enhance this program, and shape a culture of learning at Aspire College. In taking steps and allowing time to converse, there will be opportunity for the shift in mindset that is needed to drive the change initiative. Attention must be paid to how ongoing and continual improvement will become entrenched in the program (or all institutional initiatives). Consideration must be given to if, and how, the community of learning leaders continues to exist and what their role will be. Research on the impact of the change initiative will continue to move the learning agenda forward. This will contribute to the intended SoTL agenda also sought at Aspire College. Finally, as fiscal restraint continues and the system is expected to do more with less, the continued role of communities of practice in teacher professional development and institutional capacity building must be explored at this college in transition.

It is the hope of this change agent that newly hired faculty at Aspire College will feel excited and empowered to learn within the context of their new role and the changing landscape of higher education and, that the Centre for Teaching and Learning and academic faculties will be partners in the institutional journey toward becoming an undergraduate university of academic excellence. Through the development of communities of learners, and a commitment to processes of education, participation and inquiry, multiple voices will emerge and be able to reimagine the program of learning for new faculty. The foundation for sustained improvement will be set as all stakeholders

will be empowered to use resources creatively, take responsibility and challenge the status quo. The institution can add 'leader in faculty learning' to their differentiation identity. This organizational improvement plan will inspire continuous learning across the institution so that it has the capacity to become all that it hopes to be.

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